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ABSTRACT

An experience-based career education (EBCE) program for grades 10 and 11 in a community college district was assessed to determine the level of accomplishment of program objectives and those factors that either enabled or precluded their accomplishment. Program/process objectives addressed included expanding employer and community involvement in education: enrolling students representative of the total population: promoting the integration of academic, vocational, and general education: increasing the relevance of education: developing student attitudes, skills, and knowledge to cope with societal change: and promoting a positive attitude toward experience-based learning. Budget and expenditure data were analyzed and evaluated. Comparison of students in traditional curriculum with EBCE students assessed learning resulting from participation in the alternative program. Areas for student evaluation were academic skills: work habits: attitudes toward work, learning environment, self, community, and plannfulness: career decision making skills: nontraditional exploration: career development: and career skills broadening employment opportunities. Locally developed and standardized instruments were used to collect data through pre- and post-testing. Results indicate (1) maintenance of some academic skills, (2) increase in attitudes of planfulness, (3) positive attitudes toward community and school (boys), and (4) increase in knowledge and use of resources in nontraditional occupations (girls). (Additional data and sample forms are appended.) (YLB)

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State Fair Community College
Experience Based
Career Education
1978-1979

78M0028

Third Party Evaluation
Report
June 30, 1979

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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STATE FAIR COMMUNITY COLLEGE
EXPERIENCE BASED CAREER EDUCATION
1978-79
EVALUATION

I

OVERVIEW OF CAREER EDUCATION EFFORT[1]

Origin of the Career Education Project, State Fair Community College

In 1976 State Fair Community College in Sedalia, Missouri, recognized the need to implement a program involving experience based career education into the school districts that comprise the community college district. After several meetings with interested districts, State Fair Community College submitted a proposal to develop and implement an experience based career education program for grades 9 and 10 as part of the comprehensive K-14 career education program in this three-county non-urban area in Missouri to the U.S. Office of Education. The plan was amended in 1978 to permit one school district to enroll Grade 11 students. In 1978, State Fair Community College, in cooperation with Otterville Public Schools in Cooper County; Sedalia School District #200, La Monte R-IV, Smithton R-VI, Green Ridge R-VIII, and Sacred Heart in Pettis County; and, Sweet Springs which is located in Saline, received, as part of a larger career education effort, a second year grant of $173,416 to continue the proposal under Part D of the Vocational Act, as amended. The original grant was for 12 months with renewal for an additional two years

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1-Format follows that suggested in Handbook for the Evaluation of Career Education Programs (Draft), Bureau of Occupational and Adult Education, U.S. Office of Education, DHEW, 1974.

dependent upon satisfactory accomplishments each year.

The goals and objectives of the total Career Education Program, as stated in the proposal, are as follows:

GOALS AND OBJECTIVES

Components:

I. To continue a broad program of career awareness (K-8) by providing career education materials to teachers through a career education resources center located on the college campus previously developed in a Part D. program.

*II. To implement an in-school experience based cluster program in grades 9-11 utilizing materials developed as part of the Experience Based Career Education program at the Appalachia Educational Laboratory.

III. To expand skill career education training opportunities available to youth in grades 11-12 through the design and implementation of cluster curriculum in the AVTS.

IV. To expand skill training opportunities for post-secondary, adult, and special needs students through cluster curriculum individualization and mediation of training programs.

V. To pilot test individualized cluster curriculum programs and provide distribution to all schools throughout Missouri that are working in such program areas.

VI. To provide placement services for all students at any level from education to education, education to work, or work to education.

This project would promote all aspects of career education and provide experience based programs at the junior-senior high level in the three-county area and would serve as a model for other rural areas in Missouri.

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*Note: All activities of the EBCE project relate to Component II only.

During the elementary years the focus is on career awareness as students become aware of the world of work and self-concepts. In the early grades awareness of the community and its interrelationship are the focus of many activities.

Exploratory activities begin as the students move to the junior high years. These will be conducted both in class through activities and special programs. Special instructions were given to local ninth grade teachers through workshops and individual sessions to assist them in using career education activity guides developed by local teachers as part of the original Part D, Exemplary Project, coded to the USOE fifteen cluster structure. Use of field trips and guest speakers was encouraged.

During the tenth grade year a new program of exploration begins for students with the implementation of an Experience Based Career Education (EBCE) program. This is offered as an alternative program along with the regular school curriculum. The EBCE program is the focus of this report, with students from eight high schools using materials specifically geared to each curriculum. The EBCE students were compared with "control" students, who remained in the traditional curriculum. The treatment[2] in the EBCE program includes Senior High Career Exploration through experience sites generating individual study plans for academic credit. The EBCE (AEL) concept/inquiry model of learning has a student select key concepts

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[2] Basic Procedures Manual, Student Career Guide, and Student Program Guide, Appalachia Educational Laboratory, Charleston, West Virginia, 1976.

for study, investigate those concepts at work in the community, and draw conclusions about the concepts.

The SFAVTS cluster skill training programs for occupational preparation and exploratory cluster work experience programs in professional occupations are available for eleventh and twelfth grade students along with the regular curriculum.

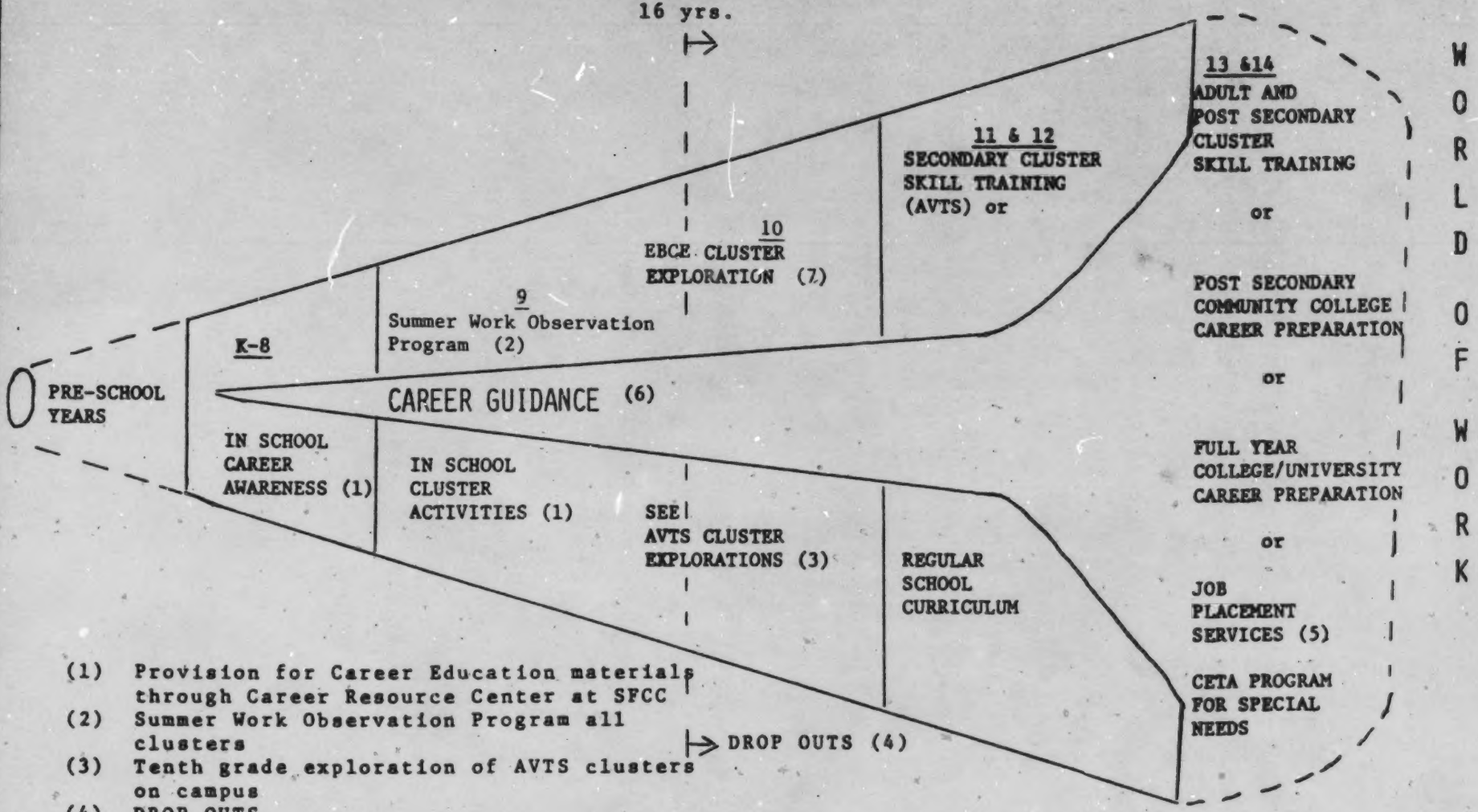
Many options are open to students upon completion of high school. State Fair provides Adult and Post-Secondary cluster skill-training, Post-Secondary Community College career preparation, four year college/university preparation and placement assistance, job placement services, adult community service programs, and other special programs. Attention has been directed at enhancing sex equity.

In following this model (see page 5) a continual line of career guidance is offered in each program to facilitate students in determining their career goals and preparing for entry into the world of work.

Through programs currently being offered at SFAVTS and the implementation of the EBCE program, systematic linkages with all areas of business/industry, professions, and government are thus insured. The EBCE program is based upon a joint working relationship of parents, school, and community for the benefit of students.

Coordination of regular vocational offerings is inherent in the State Fair Community College Student Career Development

COMPREHENSIVE CLUSTER CONCEPT MODEL FOR STUDENT CAREER DEVELOPMENT



(1) Provision for Career Education materials through Career Resource Center at SFCC
(2) Summer Work Observation Program all clusters
(3) Tenth grade exploration of AVTS clusters on campus
(4) DROP OUTS
(a) Student exit interview (b) Placement assistance
(5) Placement assistance to any student seeking employment
(6) Provided by local schools and special programs/materials at Career Resource Center at State Fair Community College
(7) Implementation of EBCE option for exploratory activities

model as presented on page 5. Articulation from one step to the next is provided. Any students completing this model will have acquired an entry-level job skill.

For the EBCE program, the fulltime professional staff include an Operations Director, four Learning Coordinators (LC), one Placement Specialist/Career Resource Coordinator, and one LC - counselor.

Learning Coordinators help each student develop Activity Sheets outlining the academic work to be completed in conjunction with placement on experience sites by each student for the semester. Experience sites and learning guides are developed and coordinated by the Placement Specialist/Career Resource Coordinator. In "78-9, students experienced 289 placements.

The focus of this evaluation is limited to the Grade 10 and Grade 11 EBCE portion of Component II -- "To implement an in-school experience based cluster program in grades 9-11 utilizing materials developed as part of the Experience Based Career Education program at the Appalachia Educational Laboratory."

Expenditures for the project year including carryover of $13,849 were:

A. Personnel	$86,576
B. Travel/Training	12,287
C. Equipment	1,800
D. Supplies/Materials	12,701
E. Services	11,160
F. Communications/ Reproduction	6,000

G. Operation	$25,029
H. Indirect costs	17,863

The objectives of this program are listed in the next section, followed by Recommendations for Program Modifications, Outcome Question/Treatment Group Matrix, Discussion of Methodology, Detailed Results and appendices.

II

EVALUATION QUESTIONS ADDRESSED AND SUMMARY OF ANSWERS

The implementation objectives of the program were of two kinds: program/process objectives and student outcome objectives. Program/process objectives describe operating conditions which should prevail at the end of the grant period. Student outcome objectives, behaviorally stated for ease and accuracy of evaluation, describe student learning which should result from student participation in a fully operational EBCE program. The Program Objectives, Managerial/Budget analyses, and Student Outcome results are listed below.

The evaluation plan was designed to determine, 1) the extent to which the objectives of the program have been accomplished and 2) the factors that have either enabled or precluded accomplishment of the objectives. The latter purpose is discussed in Section III: Recommendations for Program Modifications.

Program Objectives

1. The program will expand the involvement of employer and community organizations and individuals in the educational process by exposing students to a diverse range of careers represented and available for student exploration and increasing the students' academic scope and context of learning experiences available to them through community based experiential learning.

   Indicators

   a. The resource pool is a diverse number of community experience sites and personnel across career clusters.

b. The resource pool represents careers at all levels, including technical and professional levels.

c. The resource pool offers experientially based learning opportunities in major academic areas (English, Math, Social Studies, and Science), as well as career development opportunities.

The findings (See Section VI) indicate that acceptable progress was made during the second year resulting in attainment of these indicators.

2. The program will increase the availability and attractiveness of career exploration and career development opportunities for all students.

Indicator

a. The EBCE program has been especially designed to be an alternative for the full range of high school students from low to high ability students, over and under achievers, college prep to potential dropouts. The program appeals to the entire cross section of student abilities and interests, and also is representative of the social/sexual/economic distribution of Central Missouri's student population.

The findings indicate the EBCE program attracted a sample representative on all but sex (2/3 were boys where 1/2 the population is male) in Grade 10 and Grade 11.

3. The program will promote the integration of academic, vocational, and general education.

Indicators

a. Students will earn course credits in academic subjects through completion of community/experience based projects for which they acquire academic as well as career knowledge and skills.

b. Students will increase their understanding of how academic knowledge and skills are applied in the career areas they are exploring.

The findings indicate the students performed at the same academic rate as control students and earned comparable number of credits. All completed several site explorations using the AEL concept/inquiry model of learning.

4. The program will increase the relevance of the individual student's education to employment and functioning in society.

Indicators

a. Students' learning programs will be designed to help prepare them to make increasingly sound career decisions.

b. Students' programs will be designed to display the relevance of their current educational activities to their future plans, or clarification of their future plans.

The findings indicate nearly all EBCE students perceived the program as positive help for career plans.

5. The program will encourage development of attitudes, skills, and knowledge enabling students to cope with accelerating societal change.

Indicators

a. Using the AEL-EBCE Inquiry Model of critical thinking, student projects will focus on developing skills of problem-solving; acquiring, using, and communicating information; working effectively with others; and acquiring and using subject matter knowledge and skills in solving practical problems.

b. Students will explore a range of work situations within and across career clusters.

The findings indicate these indicators fully describe the activities ofthe students as they completed a series of Activity Sheets.

6. The program will seek to promote a positive attitudinal climate in the school and the community toward experience-based learning as a legitimate educational activity.

Indicators

a. An increase in the number of participating employer/community attitudes towards the program.

b. Increased student enrollment will indicate positive students' attitude toward the program.

c. Increased faculty (teachers and counselors) referral of students to the EBCE program will be indicative of faculty support of the program.

Findings indicate student, parent, and resource people strongly support EBCE while the sampled teacher responses were not positive.

Budget Analyses*

The analyses in Section VI indicate that expenditures were reasonable and projected estimates modified somewhat. The human and financial resources were expended in line with carrying out the Management Plan of Program/Outcomes.

Student Outcome Objectives

The following student outcome objectives have been identified as occurring for students who participate in programs of experientially based learning as identified in a paper entitled, "A Focus on the Transition from Education to Work",[3] The Federally Administered Vocational Education Exemplary Programs and Projects, Fiscal Year 1976, Joyce Cook, author.

1. Students who participate will acquire basic academic skills which are at least equal to their counterparts in a traditional program and which are required to adaptability in our rapidly changing society.

2. Students who participate will demonstrate that they have developed work habits which are superior to those developed by young people in a traditional program (evidenced by the ability to establish goals, made commitments, and persevere to the accomplishment of their goals; by rate of attendance; by punctuality; and other measures deemed appropriate).

3. Students who participate will show more positive attitudes toward work and will, in stating personal values, indicate a desire to work.

4. Students who participate will demonstrate a higher level of career decision-making skills, job hunting skills than will people in a traditional program.

5. Students who participate will demonstrate a higher level of self-awareness and career awareness than will young people in a traditional program.

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3. Cook, J., "A Focus on the Transition from Education to Work". The Federally Administered Vocational Education Programs and Projects: Fiscal Year 1976, USOE, DHEW.

* Prepared by evaluation consultant Dr. William Sparkman, Kansas State University.

6. Students who participate will have greater awareness of their opportunities for continuing and recurrent education after they leave the formal system of schooling than will young people in traditional programs.

7. Students who participate in the program will have a higher level of satisfaction with their choices of education and work than will young people in a traditional program.

8. Students who participate in the program will be more likely to select career areas for exploration, for their career goals, or for career preparation which are different than those normally expected for their sex-role than will young people in a traditional program.

9. Students who have been a part of this program will have a wider range and more employment opportunities in a larger geographic area.

10. Students who participate in a program will have greater capabilities for selecting careers commensurate with their interests, abilities, and career expectations.

11. Students who participate will acquire an awareness of vocational skills which are common to many occupations in a cluster of their choice and will gain an awareness of how these skills will contribute to their lateral and upward mobility.

12. Students who complete the cluster program experiences will have an entry-level job skill which will permit them a choice of a job, further education, or both.

13. Students who make a tentative career decision of a single job that they desire will, through enrollment in an in-school vocational program, a cooperative vocational education program, or an individually-prescribed training program, begin to develop skills that will permit them to enter that career at a level higher than that basic entry level job for which they were prepared in the cluster experience.

These outcomes are shown by number next to the behavioral objectives cited below, e.g., "academic skills (Objective #1)" means the behavioral statement is an operational definition of

the first objective above. In addition to measuring the level of success achieved in reaching the above outcomes, the project measured such affective areas as:

1. Whether students experience reduced feeling of alienation from their communities, and
2. Whether students view their learning environment as more friendly and conducive to their own self development and career development.

Behavioral Objectives

1. Academic Skills (Objective #1)

   EBCE students will maintain an acceptable level of performance in academic skills.

   Indicators: Academic tests and grade point average

   The objective was partially met for Grade 10 students, with controls higher on TAP Reading and Math, but no differences on Written Expression and GPA, and met for Grade 11

2. Student Work Habits (Objective #2)

   EBCE students' work habits will be positively rated on sites, attendance and punctuality will be better than control students.

   Indicators: Resource Persons' comments, comparison of attendance records

   The findings indicate generally high regard for work habits, punctuality was not amenable to quantification, and attendance was no different for EBCE and control. Objective was met.

3. Attitudes (Objectives #3,5,14,15,16)

EBCE will increase positive attitudes toward work, planfulness, learning environment, self, and community.

Indicators: Career tests and attitude scales

The findings indicated that EBCE students became more positive to a significant degree toward work, planfulness, and community over control students, while boys became more favorable toward school than pre-project,,in Grade 10. No Grade 11 differences were found.

4. Career Objectives (Objectives #4,8)

EBCE students will increase career decision-making skills and nontraditional exploration.

Indicators: Career Tests

The objective was not met for Grade 10 or 11. However, some related nontraditional growth is described in #5.

5. Career Development (Objectives #7,8,13)

EBCE students will increase knowledge of and commitment to career development activities.

Indicators: Career Tests

The findings indicate that EBCE females and female Total met this objective, in general, in Grade 10. No male nor Grade 11 differences were observed: thus, it is partially met

6. Breadth of Career Options(Objectives #9,10,11,12)

EBCE students' career skills will increase, which will permit more employment opportunities.

Indicators: Career tests, survey comments, Activity Sheets completed

The findings indicate this objective was partially met (only certain tests showed significant increases while survey questions, comments on plans and Activity Sheets were strong, positive indicators).

Student Demographic Data

The data in Section VI indicate the students represented the age, ability, occupational choice preferences, and socio-economic status adequately in comparison with the total population but a disproportionate number of boys participated.

Conclusions

1. The program objectives were generally adequately met.

2. The student outcome objectives were fully met in 33% of the objectives, partially met in 50% of the objectives, and not met in 17% of the objectives: students' academic skills were, in part, maintained; work habits were positive; attitudes, career commitment skills, and breadth of options partially increased; and, only career objectives on standardized tests showed no increase (Grade10). For Grade 11, academic and work habit goals were met.

In conjunction with the attainment of all program objectives, the EBCE project has been implemented as a needed alternative program.

RECOMMENDATIONS FOR PROGRAM MODIFICATION

The results of the program objectives, including a sex equity emphasis during the 1978-9 school year, budget analyses, and student outcome objectives suggest that the program is functioning as conceptualized. Some attention might be given to details that were suggested from the findings:

1. In addition tc arranging credit and aligning coursework with the local school districts, the EBCE staff might engage in articulation concerning recent emphases that may be being given to basic skills, due to the focus in the area on competency testing.

2. Parents appear to be requesting some "in-service" training in how to serve as resources for their children's homework. Some Resource People who actually do the face-to-face work with the students are asking for guidelines for the relationship and task attention that could be expected from the students. This is in addition to the information disseminated to the contact person (boss or supervisor) on the site. Such training both increases the on-site person's skills and rewards the volunteer effort with this skill growth.

3.The career development activities that are designed for the remaining year need to include attention to decision-making/ transfer of problem solving skills learned in the AEL inquiry model. Also information concerning job clusters, training needs, employment trends for longrange planning, salaries, and some speific information about the clusters in the students' interest areas, would be appropriate to the base from which the decision-making paradigm works.

IV.

OUTCOME TREATMENT/GROUP MATRIX

The matrix in this section[4] shows in outline form the relationship of the evaluation questions and results to the student outcomes described in Sections II and VI.

OUTCOME QUESTION/TREATMENT GROUP MATRIX

QUESTION	GROUP	
	Grade 10	Smith-Cotton EBCE
1. Do students maintain an acceptable level of academic performance? *IIA,B	P	X
2. Do students' work habits (attendance and punctuality) increase and ratings by Resource Persons yield positive results? *VIE	X	X
3. Do students increase positive attitudes toward work, planfulness, learning environment, self, and community? *IC,D;IIIB	X	N
4. Do students increase career decision-making skills and exploration of nontraditional careers? *IID,IVC,VF	N	N
5. Do students increase in knowledge of and commitment to career development activities? *VC;VIIA	P	N
6. Do students' career skills increase (which will permit more employment opportunities)? *IIC:V:VIF	P	N

*Indicates number of Outcome Question, Table IV-H, Handbook for the Evaluation of Career Education Programs (Draft), Bureau of Occupational and Adult Education, U.S. Office of Education, Department of Health, Education, and Welfare, Washington, DC, August 15, 1974.

X=achieved; P=partly achieved; N-not achieved

[4] Based upon suggestions from the Handbook, op.cit., p.1.

V

DISCUSSION OF METHODOLOGY

In this section, the planned and estimated methodology, along with subsequent modifications of the evaluation design, is described.

The purpose of the evaluation design is to show the relationship of the treatment (Participation in Experience Based Career Education) to the measures of student outcome objectives.

Participants

As shown on the Planned Evaluation Design Worksheet, the plans were for EBCE students from Grade 10 in seven participating high schools to be compared with control students who had chosen EBCE in spring, 1978, but did not enroll. Grade 11 students were compared with a non-equivalent randomly selected control group. The students were anticipated to be representative of the distribution of sex, socioeconomic status, and ability. Grade 10 students were compared with all other grade 10 students in the seven schools.

The EBCE grade 10 students had a median age of 16, were representative of socioeconomic status (based upon educational level and occupation of mothers and fathers), but were disproportionately male.

The small number of grade 11 students make occurrence of differences large enough to be significant between EBCE and control difficult to obtain. However, nothing was known to bias the randomly selected controls from the larger population.

Forty-one Grade 10 EBCE students were compared with 38 non-participating students, five Grade 11 EBCE with 13 control.

Instruments

Both locally developed instruments and standardized measures were used to collect information as shown on the January - May Data Collection Schedule Worksheet in the next part. Intercorrelations among all pretest measures are provided in Appendix C, Table 34.

The standardized measures are copyrighted and are not included but are here described, followed by a brief description of the locally developed instruments that are then displayed in this section.

Standardized Measures. These are listed alphabetically:

1. Career Development Inventory (Super, D.E., & Forrest, D.J., New York Teachers College, Columbia Univ., 1972)

   I. Extent of planning (maximum score 150) Asks questions about how much thinking and planning have been given to career plans, educational plans, and job choices. Reliability for local norms=.90 (Grade 10).

II. Use of resources (maximum score 450)
Asks questions about whom or what could provide needed career information and which ones have already been utilized by the student.
Reliability from local norms=.81 (Grade 10).

III. Career decision-making (maximum score 30)
Provides sketches of various decisions and asks the student to choose what should be done.
Reliability from local norms=.80 (Grade 10).

IV. Career development information (maximum score 30)
Asks questions about various decisions that are possible at a choice-point.
Reliability from local norms=.86 (Grade 10).

V. World of Work Information (maximum score 30)
Asks questions about occupational families, job descriptions, training needs of selected workers, tools, employment trends, legislation, and salaries.
Reliability of local norms=.71 (Grade 10).

VI. Knowledge of preferred occupation (maximum score 41)
The student chooses one of 20 occupational groups and answers questions about that group.
Reliability of local norms=.73 (median for 20 response options for Grade 10).

2. Tests of Academic Progress (Scannell, D., Boston: Houghton Mifflin, 1971).

Form S

Provide an appraisal of student progress toward widely accepted academic goals of secondary-school education.

Composition (standard scores) Tests skills necessary for clear, concise writing.

Reading (standard scores)
Tests identification, comprehension, application, and evaluation.

Mathematics (standard scores)
Tests application of concepts and operational skills in a variety of situations.

Additional information on reliability and descriptions is available in the Manual for Administrators, Supervisors and Counselors.

3. Tests of Achievement and Proficiency (Form T) (Scannel, D.P. Boston: Houghton-Mifflin, 1978).

Tests basic skills and knowledge that are marks of the well educated high school graduate.

Reading Comprehension
Includes literary selections, work-type reading.

Mathematics
Focuses on practical uses of mathematics and, at upper level, some understanding of principles.

Written Expression
Measures skills needed for expressing ideas in writing.

Different answer sheets were necessary for Grade 10 and 11 students.

Local instruments

The local instruments, presented in order on the next few pages are:

1. Student Information Questionnaire

(SIQ) adapted from AEL Evaluation Handbook by Dr. Joe Shively, Charleston, W.VA, 1977.
- (Pretest given to both EBCE and Control)
- Provides demographic data, plans, and ratings of project.
- SIQ-Post (for EBCE)
  SIQ-Post (for Control)
  (these were different in past tense verbs used)

2. Semantic Differential (Osgood, C., Suci, G., & Tannenbaum, P., The Measurement of Meaning, Urbana, Ill: Univ. of Ill., Press, 1967)

Concepts

My Community
School
Myself spending life in my hometown community

STUDENT INFORMATION QUESTIONNAIRE

NAME _____
Last First Middle Initial

1. What do you expect to do [illegible] high school? (Place an "X" next to your major plan, although you may do more than one.)

___ Working full time
___ Entering an apprenticeship or on-the-job program
___ Going into regular military service or a service academy
___ Being a fulltime homemaker
___ Attending a vocational, technical, trade, or business school
___ Taking academic courses at a community college
___ Taking technical/vocational courses at a community college
___ Attending a four year college or university
___ Working part time
___ Other (travel, take a break, no plans: write here _____ _____)

2. How useful for your own plans do you believe that experiencing a career in its own setting would be? (Place an "X" above the number that indicates the idea's usefulness for you).

USEFUL NOT USEFUL
7 6 5 4 3 2 1

3. Would you recommend an experience-based career education program to friends?

YES NO
7 6 5 4 3 2 1

4. Under FATHER circle the number that best describes the highest level in school your father completed (or your male guardian completed).

Under MOTHER, circle the number that best describes the highest level in school your mother (or your female guardian completed). Read through before circling.

LEVEL	FATHER	MOTHER
None	1	1
Elementary School	2	2
Some High School	3	3
High School Graduate	4	4
Some after High School (for example, attended some college, business, trade or technical school)	5	5

4. Continued

LEVEL	FATHER	MOTHER
College graduate (four-year degree)	6	6
Some graduate work	7	7
Advanced degree (specify)_____	8	8

5. Did you participate in the Summer Work Observation Program?

Yes_____ No_____

6. Under FATHER, circle the one number that best describes the work done by your father (or male guardian). Under MOTHER, circle the one number that best describes the work done by your mother (or female guardian). The exact job may not be listed but circle the one that comes closest. If either of your parents is out of work, disabled, retired, or deceased, mark the kind of work that he or she used to do.

(Circle one number in each column.)

	Father	Mother
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	01	01
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	02	02
FARMER, FARM MANAGER	03	03
HOMEMAKER OR HOUSEWIFE	04	04
LABORER such as construction worker, car washer, sanitary worker, farm laborer	05	05
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	06	06

6. Continued

(Circle one number in each column.)

	Father	Mother
MILITARY such as career officer, enlisted man or woman in the armed forces	07	07
OPERATIVE such as meat cutter, assembler, machine operator; welder, taxicab, bus, or truck driver, gas station attendant	08	08
PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress	09	09
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	10	10
PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman	11	11
SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker	12	12
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	13	13
TECHNICAL such as draftsman, medical or dental technician, computer programmer	14	14

STUDENT INFORMATION QUESTIONNAIRE

NAME _____
Last First Middle Initial

1. What do you expect to be doing one year after completing high school? (Place an "X" next to your major plan, although you may do more than one.)

____ Working full time
____ Entering an apprenticeship or on-the-job program
____ Going into regular military service or a service academy
____ Being a full time homemaker
____ Attending a vocational, technical, trade, or business school
____ Taking academic courses at a community college
____ Taking technical/vocational courses at a community college
____ Attending a four year college or university
____ Working part time
____ Other (travel, take a break, no plans: write here_____)

2. How useful for your own plans do you believe that experiencing a career in its own setting has been? (Place an "X" above the number that indicates the idea's usefulness for you.)

USEFUL ____ ____ ____ ____ ____ ____ ____ NOT USEFUL
7 6 5 4 3 2 1

3. Would you recommend an experienced-based career education program to friends?

YES ____ ____ ____ ____ ____ ____ ____ NO
7 6 5 4 3 2 1

4. What is the "next step" you will take in your career training?

STUDENT INFORMATION QUESTIONNAIRE

NAME _____
Last First Middle Initial

1. What do you expect to be doing one year after completing high school? (Place an "X" next to your major plan, although you may do more than one.)

_____ Working full time
_____ Entering an apprenticeship or on-the-job program
_____ Going into regular military service or a service academy
_____ Being a full time homemaker
_____ Attending a vocational, technical, trade, or business school
_____ Taking academic courses at a community college
_____ Taking technical/vocational courses at a community college
_____ Attending a four year college or university
_____ Working part time
_____ Other (travel, take a break, no plans: write here_____)

2. How useful for your own plans do you believe that experiencing a career in its own setting would be? (Place an "X" above the number that indicates the idea's usefulness for you.)

USEFUL _____ _____ _____ _____ _____ _____ _____ NOT USEFUL
7 6 5 4 3 2 1

3. Would you recommend an experienced-based career education program to friends?

YES _____ _____ _____ _____ _____ _____ _____ NO
7 6 5 4 3 2 1

4. What is the "next step" you will take in your career training?

Instructions

In taking this test, please make your judgments on the basis of what these things mean to you. On each page of this booklet you will find a different concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order.

Here is how you are to use these scales: If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

	extremely	quite	low	neutral	low	quite	extremely	
fair	X :	:	:	:	:	:	:	unfair

or

fair	:	:	:	:	:	:	X :	unfair

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

strong	:	X :	:	:	:	:	:	weak

or

strong	:	:	:	:	:	X :	:	weak

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your check-mark in the middle space:

safe	:	:	:	X :	:	:	:	dangerous

Do not worry or puzzle over individual items. On the other hand, please do not be careless because we want your true impressions.

DATE _____

SEMANTIC DIFFERENTIAL

NAME _____ SCHOOL _____

Place an X on a line between dots below, indicating the degree of your reaction to the phrase at the top of the column.

MY COMMUNITY

pleasant	:	:	:	:	:	:	:	unpleasant
bad	:	:	:	:	:	:	:	good
beautiful	:	:	:	:	:	:	:	ugly
dirty	:	:	:	:	:	:	:	clean
positive	:	:	:	:	:	:	:	negative
sad	:	:	:	:	:	:	:	happy
valuable	:	:	:	:	:	:	:	worthless
fair	:	:	:	:	:	:	:	unfair

Place an X on a line between dots below, indicating the degree of your reaction to the phrase at the top of the column.

SCHOOL

pleasant	: : : : : : : :	unpleasant
bad	: : : : : : : :	good
beautiful	: : : : : : : :	ugly
dirty	: : : : : : : :	clean
positive	: : : : : : : :	negative
sad	: : : : : : : :	happy
valuable	: : : : : : : :	worthless
fair	: : : : : : : :	unfair

Place an X on a line between dots below, indicating the degree of your reaction to the phrase at the top of the column.

MYSELF SPENDING LIFE IN
MY HOMETOWN COMMUNITY

pleasant	: : : : : : : :	unpleasant
bad	: : : : : : : :	good
beautiful	: : : : : : : :	ugly
dirty	: : : : : : : :	clean
positive	: : : : : : : :	negative
sad	: : : : : : : :	happy
valuable	: : : : : : : :	worthless
fair	: : : : : : : :	unfair

Mail Survey

To: Parents, Resource Persons, Faculty

From: Judy Rae Kuhlman, Director, Experience Based Career Education, State Fair Community College, 1900 Clarendon, Sedalia, Missouri 65301

In order to evaluate the Experience Based Career Education Program, we would appreciate your responding to this survey by May 19th. Your return of this questionnaire constitutes your agreement to voluntary participation in this survey. You may decline to answer items. Results will be available in 90 days at State Fair Community College, and will only be reported as group data.

Check one:

I am

Parent of EBCE student _____
Resource Person _____
Teacher _____

My school district is _____

I am

Male _____
Female _____

In your opinion:

1. Would you recommend EBCE to students?

No [1 2 3 4 5 6 7] Yes

2. Does experience based career education offer a needed alternative program to the traditional high school curriculum ?

Yes [7 6 5 4 3 2 1] No

3. Would you recommend EBCE to colleagues?

Yes [7 6 5 4 3 2 1] No

4. Was the EBCE project adequately staffed and planned?

Yes [7 6 5 4 3 2 1] No

5. How would you describe EBCE? _____

_____

_____

6. What one thing would you change about EBCE? _____

7. Does EBCE help students make informed career decisions?

Yes [7 6 5 4 3 2 1] No

8. Does EBCE make clear the relevance of education to a future career moreso than the usual high school program does?

No [1 2 3 4 5 6 7] Yes

THANK YOU!

-the meaning of these concepts is ascertained from bipolar adjectives flanking a 7-place rating scale.
-bipolar pairs were chosen from factors associated with evaluative meanings

3. Mail Survey

The mail survey was based upon project program objectives that anticipated development of support from parents, community resource people, and educators.

Data Collection Plan and Modifications

The EBCE and control students were scheduled for pre-testing in November, as shown on the Schedule (p.32) presented. All post testing proceeded on schedule, the first week of May, 1979. Only delays were in obtaining grade point average and attendance records.

Design

The original design is shown on the Planned Evaluation Design Worksheet. The treatment and outcome variables are juxtaposed with the USOE handbook outcome questions, testing session, etc.

The Final Analysis Plan

Since all the hypothesized objectives in the student outcomes were in one direction (EBCE students would increase), the .05 level, one-tailed tests of significance were used. Findings less than the critical number or that were negative

1978-79
Schedule of Data Collection
for Second Year
November-May

Item	Timing in Second Semester		
	Program Entry	Intermittent	Program Close
1. Resources classified by WTG & USOE clusters**	x		x
2. Demographic data	x		
3. Projects completed, credits earned**		x	
4. Students Standardized tests	x		x
5. Project activity rating sheets and derivations**		x	
6. Teacher, parent, resource survey			x
7. Budget resources			x
8. Grade point average*	x		x
9. AEL Checklists, etc.**	x		x
10. Career Development Inv.	x		x
11. Semantic Differential	x		x

*Data that are collected prior to the project: GPA and attendance.

**The AEL/EBCE forms are described and presented in the Basic Procedures Manual, Appalachia Educational Laboratory, Charleston, W. Va., January, 1976.

PLANNED EVALUATION DESIGN WORKSHEET

1	2	3	4	5	6	7
Student Outcome Area	Related Evaluation Questions*	Design	Specify Data Source(s)	Instrumentation	Sampling	Data Analysi
I. Increased self awareness III. Increased Awareness of Work Values	Outcome: 3. Do EBCE students show increased positive attitude toward self, school, community, work?	Pre-post	EBCE and control	SIQ, Semantic Differential CDI I	11th: EBCE & noneq control; 10th: EBCE & nonselecting control	anova, analysi sex x group +co-var
	Treatment: 5. Does program encourage development of attitudes, skills and knowledge enabling students to cope with change?	post	LC	Project ratings and activity sheets	N/A	frequenci
II. Maintained Basic Academic/ Vocational Skills	1. Do EBCE students maintain an acceptable level of performance compared with nonEBCE?	pre-post	Same as I.	TAP, credits, GPA	Same as I.	Same a I. no co- varyi
	Treatment: 1. The program will expand...learning experiences available to students in community settings?	tabulate # at end in WTG	list of sites	site list	N/A	frequen count
III.Students have Increased Basic Vocational Skills	Outcome: 4. Do students in EBCE increase career decision-making skills?	pre-post	same as I	CDI III,V,VI, POG	Same as I.	same a I, + co-va

PLANNED EVALUATION DESIGN WORKSHEET

1	2	3	4	5	6	7
Student Outcome Area	Related Evaluation Questions*	Design	Specify Data Source(s)	Instrumentation	Sampling	Data Analys
IV. Increased awareness of and Knowledge About World of Work	Treatment: 4. Does the program increase relevance of education to employment and functioning in society?	pre-post	same as I.	SIQ	same as I.	anova co-ar
V. Increased Decision-making Skills	Outcome: 2. Do students' work habits increase positively?	same	EBCE students	2attendance, G and P eval, comments from resource persons	EBCE students	freq comme
VI. Improved Work Habits	5. Do students increase in knowledge/development activities?	same	same as I.	5CDI II.,IV,SIQ	same as I.	anova
VII. Increased Work-seeking and Work-getting Skills	6. Do students' career skills increase?	same	same as I.	6CDI,AS,SIQ plans	same as I.	co-va freq
	Treatment: 2. Does the program increase attractiveness of career exploration and career development opportunities for all students?	pre	DOL and Census stats, EBCE demo. vs control and population	SIQ,lists of sites, Census, DOL stats	same as I. +population	freq. chi squar
	3. Does the program foster integration of academic, vocational, and general education	post	EBCE	End of Yr Eval	same as I.	freq.

*Numbers indicate number of program or outcome objective in narrative.

were therefore nonsignificant.[5]

The Academic Skills Objectives (as Delineated in Section VI) indicated a "maintenance of skills", requiring a two-tailed test, since either gaining significantly more or less than control students was of interest.

Analysis of covariance was used for Grade 10, using pre-test scores as covariates. Grade point average and academic post tests were analyzed by t-test for Grade 10. In Grade 11, homogeneity of variance was not found. Therefore, a Mann-Whitney U test was used.

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[5] Roscoe, J.T., Fundamental Statistics for the Behavioral Sciences, 2nd Ed., New York: Holt, Rinehard and Winston, 1975.

VI

DETAILED RESULTS

This section provides the program, budget, and student outcome objectives with criterion, instruments, results and tables, and conclusions.

PROGRAM OBJECTIVE 1

The program will expand the involvement of employer and community organizations and individuals in the educational process by increasing the diversity of careers represented and available for student exploration and by increasing the academic scope and content of learning experiences available to students in community settings.

Criterion A. There are at least five resources developed in each of the 114 worker trait groups (WTG) and at least 15 resources in each of the 15 USOE clusters.

Instrumentation and resources. "List of Experience Sites as of 1/17/78", Chart for Relating School Subjects and Occupations through Worker Trait Groups (WTG), USOE Clusters, Business File (List of experience sites 1/30/79), and Dictionary of Occupational Titles (DOT) (3rd Edition).

Results. Classifying experience sites by the WTG yielded descriptive data as follows (see Tables 1 and 4):

-in 1978, 37 of the 114 WTG (or 32%) and in 1979, 54 (47%) were utilized

-in 1978 the number of experience sites by WTG ranged from one to six, and from one to 14 in 1979

-21 (57%) of the 37 WTG were represented by one site in 1978 and in 1979 24 of the 54 (44%) were represented by one site

-in 1978, 71 experience sites in 33 establishments were available while 170* experience sites in 85 establishments were developed for placement

-in 1978, 10 USOE clusters were used and 10 in 1979 with a median 13 sites

*Four of the 170 sites were not classified by WTG.

Table 1

Experience Sites Classified by Worker Trait Groups

Worker Trait Group	Number of Sites 1978	Number of Sites 1979	Occupation Codes*
4 Art Work	-	1	1, 2, 9
5 Artistic Restoration, Decoration and Related Work	1	1	0-1, 2, 3, 5
6 Administration	4	13	0-1, 3
9 Supervisory Work (Clerical Sales, and Related activities)	1	6	1, 2, 3, 9
10 Managerial Work	3	11	0-1, 2, 3, 4, 9
11 Consultative and Business Services	2	-	0-1
12 Interviewing, information giving and related work	1	3	1, 2
13 Accounting, Auditing, and Related work	1	1	1
15 Corresponding and related work	1	1	2
16 Information gathering, dispensing, verifying, and related work	6	13	0-1, 2, 3, 9
17 Scheduling, Dispatching, Expending and Related Work	-	1	1, 2, 3, 5, 9
18 Secretarial and Related work	5	8	2, 9
20 Paying and Receiving	1	1	2
21 Cashiering	-	1	2, 3
22 Inspecting and Stock Checking	-	3	0-1,2,3,4,5,6,7,8,9
23 Typesetting, reproducing and related machine work	2	2	2, 6

*Four sites were not assigned a WTG.

Table 1 (continued)

Worker Trait Group	Number of Sites 1978	Number of Sites 1979	Occupation Codes
24 Classifying, filing and related work	3	5	1, 2, 3, 4, 5, 9
26 Computing and related recordings	2	4	1, 2, 3, 5, 8, 9
27 Sorting, inspecting, measuring and related work	1	1	0-1,2,3,4,5,6,7,8,9
28 Typing and Related Recording	-	1	1, 2
29 Routine checking and recording	1	1	0-1,2,3,5,6,7,9
30 Switchboard Service	2	2	2
32 Guidance and Counseling	-	1	0-1
33 Supervisory Work (Working Supervisors)	6	9	0-1,2,3,4,5,6,7,8,9
34 Supervisory Work (Nonworking Supervisors)	-	1	4, 5, 6, 7, 8, 9
36 Cooking and Related work	-	1	3
37 Craftsmanship and related work	2	8	2,3,4,5,6,7,8,9
38 Precision Working	1	3	3,4,5,6,7,8,9
39 Manipulating	1	2	2,3,4,5,6,7,8,9
40 Supervisory and Instructive Work (Nursing and Related services)	-	2	0
45 Kindergarten, Elementary School and Related Education	-	2	0
52 Handling	-	1	2,3,4,5,6,7,8,9
55 Engineering, Scientific and Technical Coordination	1	3	0-1, 9

Table 1 (continued)

Worker Trait Group	Number of Sites 1978	Number of Sites 1979	Occupation Codes
56 Drafting and Related Work	1	1	0, 2
57 Technical Work, Engineering and related fields	1	1	0-1
67 Radio Announcing and Related Work	-	1	1
74 Investigating, protection and related work	1	2	0-1, 2, 3, 4
75 Materials analysis and related work	1	4	0-1, 4, 5, 9
78 Legal and Related work	1	1	1
82 Operating-Controlling	2	3	1,2,3,4,5,6,7,8,9
85 Supervisory Work (Service and related activities)	3	2	1, 3
87 Scientific Research	-	1	0
90 Medical, Veterinary, and related services	-	5	0
91 Therapeutic and Related Work	1	1	0
92 Nursing, X-ray, and related services	3	3	0
93 Child and Adult Care	-	1	3
94 Promotion and Publicity	1	-	1
95 Purchase and Sales Work	2	3	1, 2, 4, 9
96 Sales and Service work	1	1	2, 6, 7, 8
97 Demonstration and Sales Work	3	14	2

Table 1 (continued)

Worker Trait Group	Number of Sites		Occupation Codes
	1978	1979	
101 Beautician and Berbering Services	1	1	3
102 Customer Service Work, n.e.c.	-	4	2, 3, 6, 9
104 Accomodating Work	1	1	3, 4
105 Miscellaneous Personal Service Work	-	2	3, 9
112 Creative Writing	-	1	1

The number indicates occupational categories in the Dictionary of Occupational Titles (3rd Edition). Thus, the worker trait groups occur in the specified categories, designated by number and title, listed in Summary Table 2.

Conclusion. The criterion for representing all WTG with five resources was not reached: 54 WTG of the 114 were utilized with 56% having more than one site. These sites, however, substantially expand the sites over the first year and all DOT categories are listed. Two-thirds of USOE clusters were represented with a range of from 1 to 84 sites (median=12)(See Table 4).

Criterion B. At least 30% of the resource pool are in either professional or technical fields.

Instrumentations and resources. "List of Experience Sites as of 1/17/78", Business File (list of sites as of 1/30/79). Top Thirty Occupations in Region 13 and Missouri Area Labor Trends November, 1977, and compilation of possible occupations in the DOT.

Results. The data in Table 2 are derived from the percentages of the top thirty occupations (see Table 3) in the Department of Labor's Region 13, and from Table 1, computing percentages where WTG have generated sites. The percentage of sites developed in professional, managerial, and technical occupations in 1979 was 66%, based upon Sites and DOT.

Conclusion. The number of experience sites in professional, managerial, and technical fields reached the criterion.

With two-thirds of the project completed, adequate representation of occupational categories was available.

Criterion C. At least 20 resources are developed in each of the following academic fields: mathematics, science, English, and Social Studies.

Instrumentation. Experience Sites by Worker Trait Group Matrix (1/31/79).

Results. The Experience Sites all lend themselves to each general academic field.

The Learning Guides were developed for each of the eight school systems and related to specific courses.

Conclusion. A diversity of academic fields were represented with all reaching the criterion.

Table 2

Summary of Possible Experience Sites in Occupation Categories

Occupation Category Code (1st number)		Top 30 in Employment	Percent Experience Sites Possible[a]	
		%	N	%
0-1	Professional, Managerial Technical	0	110	66
2	Clerical and Sales	6.6	114	68
3	Service	26.6	99	60
4	Farming, fishing, and Forestry	16.6	57	34
5	Processing	0	47	28
6	Machine trades	3.0	39	23
7	Bench work	16.6	33	20
8	Structural Work	10.0	36	22
9	Miscellaneous	20.0	83	50

NOTE: The WTG experience sites were located in Pettis County (work force employed in November, 1977, was 14,339) while the Top Thirty refer to 1975 data covering an additional three counties with over 37,000 employed in 1977. The additional counties are similar to Pettis in economic outlook and structure, although Pettis had a higher rate of unemployment in November, 1977.

[a] N=166

Table 3

Top Thirty Occupations In
Region 13*

RANK	OCCUPATION CODE	TITLE	NUMBER EMPLOYED IN 1975
1	801	FARMERS (OWNERS AND TEN.)	6,654
2	964	POLICEMAN AND DETECTIVES	1,860
3	372	SECRETARIES n.e.c.	1,734
4	822	FARM LABORERS, WAGE EARN.	1,691
5	663	SEWERS AND STITCHERS	1,176
6	305	BOOKKEEPERS	1,048
7	715	TRUCK DRIVERS	1,042
8	391	TYPISTS	979
9	903	JANITORS AND SEXTONS	971
10	441	FOREMEN n.e.c.	964
11	961	FIREMEN, FIRE PROTECTION	918
12	915	WAITERS	631
13	925	NURSING AIDES, ORDERLIES, ATT.	586
14	310	CASHIERS	553
15	451	CARPENTERS	534
16	473	AUTOMOBILE MECHANICS	491
17	394	MISC. CLERICAL WORKERS	476
18	705	DELIVERY AND ROUTEMEN	454
19	762	STOCK HANDLERS	435
20	755	GARDENERS AND GROUNDSKEEPERS	398
21	280	SALES (FOOD DISTRIBUTION)	372
22	753	FREIGHT AND MATERIAL HANDLERS	370
23	902	CLEANERS AND CHARWOMEN	336
24	481	HEAVY EQUIPMENT MECHANICS	313
25	325	FILE CLERKS	282
26	823	FARM LABORERS, UNPAID FAMILY	276
27	375	STATISTICAL CLERKS	256
28	430	ELECTRICIANS	251
29	345	KEY PUNCH OPERATORS	236
30	265	INS. AGENTS, BROKERS, UNDERWTRS.	230

*REGION 13 CONSISTS OF PETTIS, LAFAYETTE, JOHNSON, AND SALINE COUNTIES.

Table 4

Number of Sites by USOE Clusters

USOE Cluster	Number of Sites
1. Business and Office Occupations	84
2. Marketing and Distributing Occupations	26
3. Communications and Media Occupations	1
6. Transportation Occupations	1
7. Construction Occupations	1
8. Manufacturing Occupations	27
9. Public Service Occupations	18
10. Health Occupations	12
11. Fine Arts and Humanities Occupations	4
13. Communication and Media Occupations	8
15. Personal Service Occupations	15

PROGRAM OBJECTIVE 2

The enrollment of students in EBCE will be representative of the total population (on demographic variables such as age in grade/sex/locale distributions of the total student population and abilities and interests).

Instrumentation and Resources. The distribution of data from the Student Information Questionnaire including: Plans; mothers' and fathers' educational level and occupation, and participation in Summer work Observation Program; pretest comparison of the distribution and means on Tests of Academic Progress for subtests Composition, Reading, and Mathematics; pretest comparison of the distribution and means on the Career Development Inventory Preferred Occupational Group and, strength of that preference.

Results. All 10th grade students who were present (N=312) on November 8th or 9th, 1978, completed most of the pretest assessment. The data for the 11th grade students were available only for the EBCE and the nonequivalent control group students.

Participation by sex is shown in Table 5. The EBCE and

Table 5

Distribution of Students by Sex

Sex	Total		EBCE		Control	
	N	%	N	%	N	%
Grade 10						
M	163	52	27	66	13	34
F	149	48	14	34	25	66
Grade 11						
M			4	66	5	40
F			2	34	8	60

control students have different distributions in comparison with each other and each with the population in Grade 10 and are also dissimilar on the basis of sex in Grade 11 groups.

Grade 10

The EBCE and control 10th grade students were compared by chi square with the remainder of the population on the pre-tests Tests of Academic Progress and the Career Development Inventory. The scores were grouped by intervals to obtain no more than nine intervals (the intervals for each test are shown in the last column of Table 6). These results appear in Table 6 and indicate both the EBCE and the control students mostly had scores distributed as those of the general population were distributed. EBCE and control distributions were also compared and were similar as indicated in Table 7. The group, sex, and group by sex means analysis of variance were generally nonsignificant, also as summarized in Table 7 with only Knowledge of Preferred Occupational Group higher for control students. In Table 14 for Semantic Differential and SIQ on the pre-tests, no differences were observed.

The results of the attempted chi square comparison of Preferred Occupational Groups are shown in Table 8 for EBCE and are difficult to interpret because of the large number of categories and few numbers in each cell. The distributions appear generally similar, although statistical analysis was precluded for the pre-test. Sports/entertainment for EBCE and Crafts/Trades for both were chosen most often.

Strength of preference for the Preferred Occupational Group was compared for EBCE and control (low means indicate higher strength of preference). The mean difference was significant, as indicated in Table 9 for the pre-test data.

Whether the number of students who had participated in the Summer Work Observation Program following Grade 9 was the same for EBCE and Control students was compared and found similar, as noted in Table 10.

The data for fathers' level of education and mothers' level of education were compared between EBCE and control (see Table 11). The statistical test for chi square revealed no differences.

Fathers' occupations and mothers' occupations were compared by chi square for EBCE and control, as shown in Table 12. No differences were observed.

Plans for after high school were compared between EBCE and control students. The data in Table 13 indicate no differences for pre-test plans.

Conclusion. The EBCE and control students therefore appear to represent the general population and to be similar to each other.

Table 6

Summary of Chi Square Comparisons of EBCE and Control Students with Remainder of 10th Grade Students[a] on Career and Academic Tests - Pre-tests

Grade 10

Test	EBCE				Control				
	N	X^2	sg	df	N	X^2	Sg	df	Interval
Tests/Aca Prog									
Comp.	38	.5	NS	3	34	1.6	NS	3	20
Rdg.	42	3.1	NS	3	34	3.4	NS	3	20
Math.	42	1.4	NS	3	37	2.0	NS	3	20
Career Dev. Inv.									
I. Planning	40	11.7	S	5	38	6.8	NS	4	20
II. Resources	41	8.6	NS	5	37	9.3	NS	5	50
III. Dec-Making	41	1.8	NS	5	38	11.1	S	5	5
IV. Informa.	41	4.1	NS	5	38	6.7	NS	5	5
V. Work	41	3.4	NS	4	37	3.8	NS	4	5
VI. POG Know.	38	24.9	S	5	35	2.4	NS	5	5

[a] Remainder of population N=162 (TABC); 223 (TABR); 221 (TAPM); 213 (CDI I); 216 (CDI II); 227 (CDI III); 225 (CDI IV); 224 (CDI V); 219 (CDI VI).

Note. NS= nonsignificant at .05 level; S= significant

Table 7

Summary of Chi Square and Analysis of Variance of EBCE and Control Boys and Girls on Career and Academic Tests - Pre-test

Grade 10

Test	EB N	CN N	X^2	df	Sg	F ratio Group	Sex	Group x sex	df
Tests/Aca P.									
Comp.	38	34	1.4	3	NS	.77	1.11	.52	1,68
Rdng.	42	34	4.6	3	NS	.98	.71	1.16	1,72
Math.	42	37	2.4	3	NS	.30	.23	.96	1,75
Career Dev.									
I. Pl.	40	38	4.0	5	NS	.21	.32	.52	1,74
II. Res.	41	37	3.2	4	NS	1.39	1.9	.03	1,74
III. Dec-M.	41	38	4.7	5	NS	0.00	11.2*	.7	1,75
IV. Info.	41	38	5.2	4	NS	.1	10.1*	.36	1,75
V. Work	41	37	3.7	4	NS	.48	3.5	.04	1,75
VI. POG Kn.	38	35	8.5	5	NS	4.9*	.2	1.47	1,69

*$p < .05$ Girls means higher on CDI III and IV; Control means higher on CDI VI

Table 8

Preferred Occupational Group Distribution for EBCE and Control Students Compared with Remainder of Population

Grade 10

	Popu.		EBCE				Control			
			Pre		Post		Pre		Post	
P.O.G.	N	%	N	%	N	%	N	%	N	%
Math/Phy Sci.	1	-	-	-	-	-	2	5	1	3.3
Eng/Appl Sci.	9	4	3	8	3	8.6	2	5	3	10.0
Medi/Life Sci	18	8	4	10	2	5.7	-	-	-	-
Medi Related	10	4	3	8	1	2.9	3	8	3	10.0
Busi Analyti	5	2	-	-	1	2.9	1	3	-	-
Busi Adm	8	3	-	-	2	5.7	-	-	2	6.7
Busi Sales	6	3	-	-	-	-	1	3	1	3.3
Perf Arts	7	3	-	-	1	2.9	1	3	1	3.3
Literary/Legal	10	4	-	-	3	8.6	1	3		
Soc Sci	-	-	1	3	-	-	1	3	-	-
Ed/Hum Welfare	17	7	2	5	2	5.7	1	3	2	6.7
Technical	3	1	1	3	-	-	1	3	-	-
Crafts/Trades	34	15	8	21	6	17.1	7	18	5	16.7
Mech/Opera	7	3	3	8	4	11.4	-	-	1	3.3
Attendants	4	2	-	-	4	11.4	2	5	1	3.3
Clerical	13	6	2	5	-	-	3	8	4	13.3
Pers/Prot Serv	13	6	1	3	1	2.9	5	13	1	3.3
Sales Display	-	-	-	1	1	2.9	1	3	1	3.3
Sports/Entert.	26	11	8	21	4	11.4	4	10	4	13.3

Post Chi Square= 16.4, 16 df, NS

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Table 9

Means and Standard Deviations for EBCE & Control On Strength of Preference for Preferred Occupational Group on the Career Development Inventory

Grade 10

	EBCE				CONTROL			
	PRE		POST		PRE		POST	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Strength of Preference	1.94	.016	1.94	.97	2.08	.16	2.3	.92

*p < .05 1=strong to 5=weak
Pre-t=-5.38 (S) Post t= -1.55(NS)
NOTE: EBCE N=38; CONTROL N=37 EBCE N = 36; Cn N= 30

Table 10

Frequency of Participation in Summer Work Observation Program Summer After Grade 9

Grade 10

GROUP	SWOP	NO SWOP
EBCE	9	32
Control	10	28

Table 11

Frequency Of Educational Level Of Mothers And Fathers of EBCE and Control Students

Grade 10

Education	Rest of Popu.	Mother		Father	
		EBCE	Control	EBCE	Control
	N	N	N	N	N
None	-	-	-	-	-
Elementary	40	1	1	5	3
Some High School	82	13	9	10	6
High School Grad.	228	16	13	17	14
High School Plus Post High (Tech., Bs., Juco, College)	73	7	11	4	7
College Grad.	20	3	2	1	3
Some Graduate Work	2	1	1	1	0
Advanced Degree	5	0	1	2	4
Information Not Available	1	-	-	2	1

Note: Mother Chi Square EBCE vs. control = 5.11, 6 df NS
Father Chi Square EBCE vs. control = 3.02, 6 df NS

Table 12

Frequency of Mothers' and Fathers' Occupations for EBCE and Control Students

Grade 10

Occupation	Rest of Popu.		Mother		Father	
	Mother	Father	EBCE	Control	EBCE	Control
Clerical	29	3	4	6	1	2
Crafts	1	41	0	1	7	6
Farm	4	35	2	0	5	4
Homemaker	103	0	18	18	0	0
Laborer	8	37	0	1	3	5
Manager/Adm.	4	22	2	1	6	2
Military	0	2	0	0	2	4
Operative	21	24	5	6	8	2
Professional	18	8	4	5	1	4
Owner	7	13	1	0	3	3
Protective Serv.	0	1	0	0	0	1
Sales	7	9	0	0	1	4
Service	18	2	5	0	3	1
Technical	0	2	0	0	0	1
Information Not Available	6	6	1	0	2	1

Note: Mother Occ EBCE x control Chi Square = 10.8, 9 df NS
Father Occ EBCE x control Chi Square = 13.3, 12 df NS

Table 13

Frequency of Plans* After High School
for EBCE and Control Students

Grade 10

	Remainder of Popu.	EBCE		Control	
		Pre	Post	Pre	Post
Work full time	70	12	10	8	9
Apprenticeships/OJT	6	4	4	0	-
Military or academy	10	4	5	2	5
Homemaker	1	0	1	2	-
AVTS, Tech, or Bs School	20	0	1	6	5
Academic Junior College	12	0	1	1	-
Tech, voca. program (juco)	8	3	3	2	1
4 year college	59	12	9	9	6
Work part time	20	0	2	1	4
Other	18	6	4	7	2
INA	6	1	-	0	-

*First Choice

Note: Pre-test Chi Square for EBCE x Control = 16.01, 9df, NS

Post test Chi Square= 10.89, 9 df, NS

Table 14

Summary of Analysis of Variance for Semantic Differential and SIQ for EBCE and Control Boys and Girls in Grade 10:Pre-test

Semantic Differential	F Ratio					
	Sex		Group		Sex X Group	
	F	Pr>F	F	Pr>F	F	Pr>F
My Community	7.98	.006*	.32	.57	.27	.60
School	8.85	.004*	1.13	.29	0.00	.98
Myself Spending Life in my Hometown Comm-- unity	1.82	.18	.01	.93	0.00	.96
Summary of Student Information Questionnaire Items[a]						
How useful for your own plans do you believe that experien- cing a career in its own setting would be?	.10	.75	.42	.52	.83	.36
Would you re- commend an Experience Based Education pro- gram to friends?	.93	.33	10.86	.001*	.10	.75

* p<05

Note: Girls' means are higher in My Community and School S[D]. EBCE means are higher in SIQ question "Would you recommend..."

[a] Rating scales with YES=7 to 1=NO, and USEFUL=7 to 1=NOT USEFUL

Grade 11

The results for five EBCE students and a nonequivalent, randomly selected control group of 13 are shown in Tables 15 through 22. Differences were observed on TAP Math, CDI I. Planning and II. Resources, and the two SIQ questions (Tables 15 and 18) that indicated significantly higher means for the EBCE students. The control students were higher on the Semantic Differential ratings of My Community. No other differences were observed.

The demographic characteristics in Tables 17 and 19 through 22 upon examination appear to be in the same directions, although the small number of EBCE students and large number of categories precluded meaningful statistical tests.

Conclusion. Thus, the data indicate differences among sometest scores and ratings for Grade 11 students. The control and EBCE were similar in demographic characteristics.

PROGRAM OBJECTIVF 3

The program will promote the integration of academic, vocational, and general education.

Criterion A. At least 95% of the EBCE students will have earned at least one academic credit through EBCE projects, under specific agreements with local educational agencies.

Instrumentation and Resources. Compilation of credits, based upon .5 credit possible for the semester in language arts, math, science, social studies, or career development.

Results.95% of10th and 11th grade students completed at least one academic credit, with the range from ⊂ to 2.5 (.5 each per course). The units were based upon both student interest and need of credit for graduation.

Conclusions. The criterion was met successfully.

Criterion B. At least 95% of the EBCE students will have completed at least one site exploration.

Instrumentation and Resources Activity Sheets.

Results. The number of site explorations averaged 6 with 229 resource persons from about 130 business sites participating.

Conclusions. The criterion was met successfully.

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Table 15

Summary of t Tests for
EBCE and Control Boys and Girls on Career
and Academic Tests - Pre-Test

Grade 11

Test	EBCE		Control		t
	X	SD	X	SD	
Tests/Aca Progress					
Rdng.	51.8	10.9	48.6	7.85	1.83
Math.	51.6	6.1	46.2	6.8	4.58*
Career Dev.					
I. Pl.	109.8	27.4	92.1	11.8	4.57*
II. Res.	273	13.6	237.2	22.2	10.59*
III. Dec-M	18.8	4.1	19.0	5.8	.21
IV. Info.	18.1	5.4	17.3	4.4	.88
V. Work	16.6	3.3	15.4	5.6	1.42
VI. POG Kn.	18.8	2.7	18.5	4.6	.43

*$p < .05$ df=16

Table 16

Means and Standard Deviations for EBCE & Control on Strength of Preference for Preferred Occupational Group on the Career Development Inventory

Grade 11

	EBCE					Control				
	Pre		Post -pre			Pre		Post -pre		
	$\bar{X}$	SD	$\bar{X}$	Rank	N	$\bar{X}$	SD	$\bar{X}$	Rank	N
Strength of Preference	2.0	1.7	9.08		6	2.2	.8	8.95		11

Note: Pre-test 1= Strong to 5= Low; t= .8 NS

Post minus pre U=32.5, NS

Table 17

Frequency of Participation in Summer Work Observation Program Summer After Grade 9

Grade 11

Group	SWOP	NO SWOP
EBCE	1	4
Control	1	13

Table 18

Means, Standard Deviations, and t tests
For Semantic Differential and SIQ Questions for
Grade 11 EBCE and Control Students
Pre-test

Semantic Differential	EBCE $\bar{X}$	EBCE SD	Control $\bar{X}$	Control SD	t
MY COMMUNITY	36	5.26	39.8	6.88	-3.3*
SCHOOL	37.6	7.49	36.6	9.15	.65
MYSELF SPENDING LIFE IN MY HOMETOWN COMMUNITY	38.4	10.6	40.8	8.1	- .8
Summary of Student Information Questionnaire Items[a]					
How useful for your own plans do you believe that experiencing a career in its own setting would be?	6.8	.44	5.17	1.8	7.3*
Would you recommend an Experience Based Education program to friends?	6.8	.44	5.00	1.7	8.18*

[a] Rating scales with USEFUL=7 to 1=NOT USEFUL and YES=7 to 1=NO
EBCE N=5; Control N=13

*$p < .05$

Table 19

Frequency of Educational Level of Mothers and Fathers of EBCE and Control Students

Grade 11

EDUCATION	MOTHER		FATHER	
	EBCE	CONTROL	EBCE	CONTROL
	N	N	N	N
None	-	-	-	-
Elementary School	-	-	-	-
Some High School	1	4	2	3
High School Grad.	2	6	1	4
High School Plus Post High (Tech., Bs., Juco, College)	2	2	1	3
College Grad.	-	-	1	2
Some Graduate Work	-	-	-	-
Advanced Degree	-	1	-	1
Information Not Available	1	-	1	-

Table 20

Frequency of Mothers' and Fathers' Occupations for EBCE and Control Students

Grade 11

OCCUPATION	MOTHER		FATHER	
	EBCE	CONTROL	EBCE	CONTROL
Clerical	1	3	-	-
Crafts	-	-	1	1
Farm	-	-	-	1
Homemaker	2	6	-	-
Laborer	-	-	1	1
Manager/Adm.	-	2	-	4
Military	-	-	-	1
Operative	-	-	-	1
Professional	-	1	1	1
Owner	-	-	1	1
Protective Serv.	-	-	-	-
Sales	1	1	-	2
Service	1	-	-	-
Technical	-	-	1	-
Information not Available	1	-	1	-

Table 21

Frequency of Plans after High School
for EBCE and Control Students

Grade 11

	EBCE		CONTROL	
	PRE	POST[a]	PRE	POST
Work full time	2	-	1	-
Apprenticeships/OJT	1	1	2	2
Military or academy	-	1	-	1
Homemaker	-	-	1	-
AVTS, Tech, or Bs School	-	-	2	3
Academic Junior College	-	1	2	1
Tech, voca. program (juco)	1	2	-	2
4 year college	1	-	4	2
Work part time	-	-	-	-
Other	-	1	1	-

[a]No significant differences on post plans-- Mann-Whitney U test=23, p=.35

Table 22

Distribution of Preferred Occupational Group for EBCE and Control Students in Grade 11

P.O.G.	EBCE		Control	
	PRE	POST	PRE	POST
Math/Phy Sci	1	0	4	3
Medi/Life Sci	3	4	4	2
Medi Related	0	0	2	1
Busi Analytic	0	0	1	3
Busi Sales	0	0	1	1
Perf Arts	1	1	0	1

PROGRAM OBJECTIVE 4

The program will increase the relevance of education to employment and functioning in society.

Criterion A. At least 60% of EBCE students in the program perceive EBCE as helping to prepare them to make informed career decisions.

Instrumentation. Questions on Student Information Questionnaire Occupational grou preference, and strength of preference rating on the Career Development Inventory.

Results. The means of ratings in answer to the question"How useful for your plans do you believe that experiencing a career in its own setting would be?" were 6.17 and 6.02, respectively, for Grade10 EBCE and control students on the pre-test(see Table 14). For Grade 11, the pre-test EBCE mean was 6.8, significantly higher than the control students' 5.17 (see Table 18).

Then, on post-test, the adjusted Grade 10 EBCE mean was 5.95, and control mean was 5.59 (nonsignificant). Some 73% EBCE students (compared to 51% of controls) rated the question at a "6" or "7". The data in Table 28 (29 for Grade 11) show data controlled for pre-test.

The distribution of Occupational Group Preferences show no differences for EBCE vs. control students in either grade 10 (Table 8) or Grade 11(Table 22), while ratings of strength of preference were not significantly higher following EBCE for enrollees. Variability increased.(Lower ratings are "stronger".) These data are in Tables 9 and 16.

Criterion B. At least 60% of EBCE students in the program perceive their EBCE program as increasing the relevance of their educational program to their future plans (or clarifying those plans).

Instrumentation. Openended replies to question "What's your next step?", and replies pre-test to question in Criterion A; participation comparison from Summer Work Observation Program.

Results. Results cited for post-test in Criterion A and students' "next step plans"(see page 76) indicate EBCE students making specific plans. SWOP participation had been similar for Grade 10 and 11 EBCE and control students (see TAbles 10 and 17).

Comments made by students concerning their EBCE experiences are listed in the box on page 78 - and show both enthusiasm and gratitude for the learning experiences.

Table 23

Frequency of Activity Sheet Subject Matter Completed Assignments for Grade 10 and Grade 11

Subject*	Grade 10(n=41)	Mdn	11(n=6)	Mdn
Natural Science	429	11	22	6
Mathematics	302	8	3	-
Social Studies	516	11	84	14
English/Comp.	359	9	76	10
Career Education	286	7	42	7

*Goals, Inquiry, and Product ratings for each area had a median rating of 3 for each Subject Matter Area.

NOTE. Points (major) are awarded at maximum possible of 10 for each week for an Activity Sheet. Secondary points may be awarded for a secondary area with 160 needed for credit.

Goal refers to product coming in on time.

Inquiry refers to degree critical thinking skills compared with previous activities/(see AS, upper right hand corner, Appendix D). Evaluation code: 1= needs to improve, 5= excellent.

Product refers to quality of product based on intent of AS and past products.

Conclusion. A high percentage of students indicated that a career experienced in its own setting was very useful and cited specific educational steps related to employment and functioning in society. The criterion was successfully met.

PROGRAM OBJECTIVE 5

The program will encourage development of attitudes, skills, and knowledge enabling students to cope with accelerating societal change.

Criterion A. At least 70% of students' projects show activities related to 1) developing skills of problem-solving; 2) acquiring, using, and communicating information; 3) working effectively with others; or 4) acquiring and using subject matter knowledge and skills in solving practical problems.

Instrumentation. The Activity Sheets (AS)*

Results. The AS of students provided information that showed the above skills appeared on all sheets, separately and together. A great many written compositions were used as vehicles for communicating work completed. Results are summarized in Table 23. This criterion was successfully met.

Criterion B. At least 80% of the students completed more than one exploration in a career cluster or in more than one career cluster.

Instrumentation. Activity Sheets

Results. All students completing the program completed more than one exploration. The range of explorations was from 18 to 64, with a median and mode of 53 activity sheets for Grade 10. In Grade 11, the number of AS ranged from 26 to 50 with a median of 33.

Criterion C. At least 80% of post high plans relate to further training.

Instrumentation. Student Information Questionnaire

Results. The data in Tables 13 and 21 indicate more Grade 10 EBCE students shifted from "work fulltime" following EBCE, than into posthigh training. This criterion was not met, since 57% indicated post highplans, and 72% named such plans (see page 76).

Conclusions. The data cited indicate that attitudes, skills, and knowledge were developed based upon all criteria except making future plans for post high training.

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*See Appendix D.

PROGRAM OBJECTIVE 6

The program will foster positive attitudes in the community and school toward experience-based learning as a legitimate educational activity.

Criterion A. At least 80% of participating resources express support for EBCE as a needed alternative program, commit to continued participation, and would recommend participation to friends or co-workers.

Instrumentation. Mail Survey (ratings Yes=7 to No=1)

Results. There were 70 replies out of approximately 134 surveys sent to resource persons. The data in Table 24 show those responding strongly support the project and would recommend it to friends, with little deviation from this high support ratings. The comments listed in Tables 25-6 indicate enthusiasm and some practical suggestions for scheduling of time on site. This criterion was met adequately.

Criterion B. At least 75% of the EBCE students support EBCE as a needed alternative program.

Instrumentation. Student Information Questionnaire

Results. The data in Tables 14 and 18 (and remarks on page 79) show support for the project, as well as for recommending it to friends with highly supportive comments. About 73% EBCE Grade 10 students indicated a rating of 6 or 7 (very useful) on EBCE's usefulness while 25 (65%) reported a 6 or 7 on positive replies for recommending EBCE to a friend (these rating ranges are not shown in tabular form).

Criterion C. At least 50% of non-participating faculty support EBCE as a needed alternative program and would recommend the program.

Instrumentation. Mail Survey

Results. The means and standard deviations (see Table 24) for 40% replies from 32 randomly selecte teachers to the survey indicate neutral support for recommending to students, project being adequately staffed and planned, and a little higher for "EBCE helps students make informed career decisions". Also, neutral ratings were given EBCE as a needed alternative program, recommending EBCE to collegues, and EBCE making education more relevant to future career than the traditional program does.

Table 24

Means and Standard Deviation
Results of Mail Survey

Question	Resource		Parents		Teachers	
	M	SD	M	SD	M	SD
1. Would you recommend EBCE to students?	5.8	1.6	6.2	1.3	4.0	1.8
2. Does EBCE offer a needed alternative program to the traditional h.s. curriculum?	5.7	1.7	5.8	1.5	4.5	1.8
3. Would you recommend EBCE to colleagues?	5.6	1.6	5.9	1.2	4.4	1.7
4. Was the EBCE project adequately staffed and planned?	5.7	1.5	5.6	1.7	4.6	1.5
5. Does EBCE help students make informed career decisions?	5.6	1.6	6.3	1.2	5.1	1.0
6. Does EBCE make clear the relevance of education to a future career more-so than the usual high school program does?	5.6	1.6	6.5	.8	4.7	.7

Note: Resource Persons N= 70 (out of 134 sent)
Parents N= 12 (out of 47 sent)
Teacher N= 13 (out of 32 sent)

Table 25

Replies to "How would you describe EBCE?"

Resource persons (N=10)

Good program-seems to almost be over publicized - so much printed material-wonder where it comes from - whether helping student or not, only the future will tell - thank you for all your hard work.

It's a great program - but I would change the year for students to juniors and seniors only.

It offers a choice for students to receive the experience that all their books cannot teach them. I wish you lots of luck!

It is an opportunity for high school students to try on different vocational garb to see what "fits best" according to their interests and abilities.

I think they should be made aware this is supposed to be a real job to them, so act like it.

As a career education program with a faulty philosophy-geared to students too immature to make career choices - students who need to be in classrooms, in science labs, math instruction, etc.

A much needed program designed to help younger students make their career decisions.

Students need to be more carefully screened. Some appear to be lacking in discipline and abuse the learning site process.

A way kids can get out of classes.

A chance for students to observe future job possibilities in a very realistic way. They see both the good and bad side of any given occupation...I have enjoyed having your students in my classroom. As in every area of life, some are more enjoyable to work with than others, but I feel one of the biggest benefits to these teenagers is never mentioned, perhaps not considered. Not only are they exploring jobs, but to some degree must function, as weel as be treated, as an adult. In my classroom I saw several young people reacting as students and then come to take more of an adult leadership role. Since many of them soon take jobs in the adult world, they may have an easier time or function just a little better because we gave them a chance to view themselves as an adult along the way.

Many students seemed apprehensive or were just killing time initially. I'm not very sure if career decisions can be based on the "experience".

-more-

I feel it is a good view for the high school of the work world. It is early enough in their high school years to make some changes in their choice of curriculum if they can make a choice at this time.

A program designed for junior high students to experience and learn about different career fields.

It is probably a good program for numerous students, meaning those that are interested in occupational type futures, and that are sincere about their future. For others, it is just a get away program.

Students are too young to benefit from program - they should be college freshmen or at least seniors.

Getting first hand information from a person or persons in a job of his/her chosen field.

Students are using this as an escape from normal class routine for the most part.

I think basically it is a good program.

In talking with the students, I feel it gave them the opportunity if they wanted to take advantage of it.

It gives the student an opportunity to view jobs before making such a strong commitment and study to a given job or profession.

A rare opportunity for a student to experience the good and bad aspects of different occupations from the inside.

It is a good opportunity for students to get a first hand look at jobs that might possibly interest them.

Hopefully, they will be motivated into furthering their education. It helps to show them what to expect of jobs.

It provides varied experiences to the students. However, it should coincide with the working hours of the placement organization.

Very good.

Much ado about very little. Series of brief lectures, or reading a few candid papers would achieve same results.

A trial and error look-see by the student into the real world. Gives the student observation experience upon which to base a career decision.

81 -more-

Table 25 (continued)

An eye opener to the real world in which they will be living.

A good learning experience to broaden the scope for teenagers.

Title describes the program.

A program to assist young high school individuals to evaluate various career fields.

A very worthwhile program.

A preview of work practices.

A program enabling students to observe and work in different occupational fields.

Gives excellent opportunity for student to be aware of hidden requirements of industry or business usually not seen until after employment is gained or education is completed.

It is a good idea for students to have an idea on what they would like to become.

An excellent opportunity for students to attain first hand experiences in what they feel they might wish to choose as a career.

We had two students this year. One already knew the goals in life and did not need EBCE. The other teen had no aims nor was anyway ambitious, and we felt really needed to be in classroom with other students. Both were very nice.

As an effective means of helping youth to decide on experience and gear their educational training toward the career of their choice.

Experience in being on the job should definitely help students decide on career in future and help select classes to further their careers.

Very helpful in letting the students see what kind of work they might like.

A program to precede vocational training.

Very worthwhile and necessary for guidance.

On-the-job training.

This program is a valuable tool in the educational process. There

-more-

are some job areas where the student cannot be fully involved. But it does give the student an idea of job/career choice and education needed.

Very good.

A close-up look at a career before making a commitment to preparing for that career.

Young people are given opportunity to sample various career areas by working in different fields of business community.

As an educational process for both the student and the host - the benefit being the opportunity for the student to better understand a business.

Fills much needed void in normal educational system.

Contacts are made in business with wrong people about students, i.e., with too much information going to general manager rather than specific R.P.

Parents (N=12)

Not a substitute for the classroom but an alternative. A great opportunity for a child to learn what a job is really like.

'Specially helps the non-A student to have a chance for choosing what field they would fit into.

Besides offering various job opportunities, it stimulates the student to think and plan a specific course of action. I appreciated the developing responsibility of our student in pursuing academic classes.

A chance to explore possibilities now, then act in the future years of high school. This could be knowing now what you want to do. It could also be an incentive to study harder so you wouldn't have to do some of the jobs you have done on EBCE sites.

Very helpful program.

It has really helped my child.

Good program for some students - should help eliminate many from career choice mistakes in future.

I personally feel the program is all right, but with time and improvements it will become a marvelous program. I feel it should also reach students in the 11th grade. I noticed my child's grades did slide. I felt a more in-class on their studies is

-more-

needed when you are in the 10th grade. A junior has more of his required subjects out of the way and has two years in high school where he just chooses his classes. In our small school, there isn't much choice and that is where your program keeps the student interested in school. My child has decided totally against college since the goal in life doesn't require college - I had been trying to convince him a two year program will help a great deal in the future.

As a beneficial program that helps people on their career decisions.

EBCE provides an opportunity to see more of the field one thinks he or she is interested in and provides a more sound basis for a decision on selection.

Teachers (N=13)

I don't know a lot about it - it is new to me.

I feel the students may be a little young to be deciding on a definite career.

A good opportunity for students to explore occupations and make decisions for future classes.

It's good for some careers but is hard to get a good look at others unless they have had required training to take active part.

Not productive for students.

Good program. Better for some kids than others.

A program where students learn on-the-job training while working in academic program.

Alternative program of education which allows a student to explore jobs.

A chance for select student to learn about the qualifications really needed for the jobs they want.

In talking with students in the program, I pick up the undercurrent that they have missed more in the regular classroom than they have gained in experience. For the poor student who has no interest in school, it is an acceptable escape, but the college bound have lost valuable classroom experience.

Note. Some identifying pronouns and nouns were removed so that the replies remain anonymous.

Table 26

Replies to "What one thing would you change about EBCE?"

Resource persons (N=70)

To half day.

Closer working relationship needed between advisor and RP.

Make it available for probably seniors instead of sophomores. The latter are just too young!

Would recommend it be either drastically altered, or ended, particularly due to its philosophy.

Selection of motivated students - not troubled students trying to escape the responsibilities in their standard curriculum.

This year especially seemed haphazard...just come at any "extra"moment (staff).

Students should be older.

If I knew a little more about their academic ability, I could press harder for LPN or RN programs in accordance.

Screen students.

Nothing (36 resource people said "nothing" or had no reply).

Length of time.

Change from sophomores to seniors.

Reduce time from 4 days to 2.

Year of student.

30 to 60 days at each training place of work.

Make it available to seniors.

It would be helpful to have 2nd semester juniors and 1st semester seniors in the program for maturity.

Half day at a time.(9-12 or 1-4)

More participation in work field.

Age of the student too young.

Juniors, high school students.

85

-more-

Table 26 (continued)

Expand hours to include full day.

Students should be encouraged to work more, than just observe.

On site observation by SFCC supervisory personnel when EBCE student is actually involved in occupational skill. Also, require students to actually do tasks involved in that particular area.

Age group - sophomores are too young!

In our situation, the students often spend too long in one department and can become easily bored.

More specific instructions for resource persons.

Their age - they should be juniors and seniors.

The time of year it functions.

Hours.

Better selection of students.

Parents (N=12)

To help the child be placed on job site of their interests.

Jobs and various sites related to either one or two expressed career plans: our student was interested in agriculture and railroading and did not gain much in site placements.

Students need more definite instructions for at-home lessons.

Freedom given students.

A closer communication with the parent, particularly on how well they are keeping up with their weekly work. I find myself wondering all the time how my student is doing. Homework has really been a chore. When you live on a farm, the homework has been extremely difficult to get finished.

I am not well enough informed to comment on this.

Nothing (six parents replied "nothing" or had no reply).

Teachers (N=13)

Shorter duration of the program.

More classroom time for academics.

-more-

Table 26 (continued)

More job selections.
(Nothing written by 10 teachers.)

87

Replies of Grade 10 Students to "What is the next step you'll take in your career training?"

Comment	EBCE	Control
Work parttime	2	2
Work fulltime	3	2
Don't know	2	7
College	2	7
Apprenticeship	2	1
Veteri. School	1	-
Finish High School	2	2
Junior College	1	-
Vocational-Tech School	7	2
On-the-job Training	1	-
Beauty School	1	-
Military	1	4
See counselor	-	1
Business course	-	3
Music contests	-	1
Sign language	-	1
Sound prod/acoustics	-	1
Talk with people	-	1
Career dev.	-	1
Work in therapy	-	1
Total Replies	25	36

STUDENT DEMOGRAPHIC DATA

Collection Schedule Baseline data are descriptions of entry level characteristics and were assessed at the beginning of the project for EBCE and control subjects, at the time the initial achievement testing was carried out.

Instrumentation The Student Information Questionnaire demographic questions, age, fathers' and mothers' occupation and education; Career Development Inventory occupational choice and strength of preference; achievement test data

Results Certain data were cited earlier in Program Objective 2 that were based upon Tables 8,9, 16, and 22 concerning occupational group preferences and strength of preference. The sex was related to enrollment distribution in the eight participating schools. Median age was 16 for Grade 10 and 17 for Grade 11. There were no differences in fathers' and mothers' educational attainment and occupations. The ability level of EBCE and controls and general population were also similar. The enrollment, however, of EBCE students and of control students were disproportionate with more males in EBCE and more females in control than in the general population. (The small number of Grade 11 students made representativeness difficult to ascertain.)

Conclusions The data provided a description of the EBCE students as similar in age, ability, occupational preference, and socioeconomic status to the controls and to the overall student population, while not similar on the basis of sex.

"I felt it was educational considering the time I was there."

"I think EBCE is a very good program-it helped me learn more about career opportunities."

"I think the EBCE program is a good one. Students learn what is expected of them in different cases. It helps them decide where their interests are and their ability to do things in that area-more and more people should take this program."

"I have done more academic work in this program than I have in my life."

"I think the EBCE program was fantastic. I learned a great deal and it was enjoyable as well. The academic part of it was very good - I seemed to learn a lot more by working individually with my Learning Coordinator and going at my own pace through courses (I was able to cover more than usual). I am very glad I had the opportunity to participate in it."

EBCE Grade 11 Students

STUDENT OUTCOME OBJECTIVES

Both a summary table (Tables 27,28, and 29) of all the statistical tests and means of significant interactions are provided for these analyses (see Appendix B). The posttest scores for Grade 10 CDI, SD, and SIQ questions were computed

Table 27

Summary of Post t-tests on Academic Tests and GPA for Grade 10 Students

Tests	EBCE			Control			
	$\bar{X}$	SD	n	$\bar{X}$	SD	n	t
TAchProf							
Reading	35.6	11.2	40	42.2	8.5	32	2.81*
Mathe	21.5	8.2	40	25.4	8.1	33	2.05*
Written Expression	29.1	10.4	39	33.8	9.9	33	1.96
GPA	6.1	3.1	39	6.2	2.1	36	-.16

*p<.05

Note. Raw scores were used since the standard scores are not yet published. Pretest data, using a different form, were shown as standard scores.

Pre GPA =5.7,SD=2.6 for Controls;
EBCE $\bar{X}$ =5.9,SD=2.5

Table 28

Summary of Grade 10 Co-Variance for EBCE and Control Boys and Girls on Career Tests and Ratings

Measure	Covariance F ratio					
	(A)Group	df	(B)sex	df	AxB	df
CDI						
I. Planning	3.98*	1,65	1.29	1,65	12.38*	1,65
II. Use/Resources	1.21	1,65	.14	1,65	6.52*	1,65
III.Dec-Mak	.77	1,66	3.05	1,66	---	1,66
IV. Info	.06	1,64	5.15*	1,64	1.36	1,64
V. Work	.73	1,63	.46	1,63	.80	1,63
VI. P.O.G.Know.	.04	1,56	3.93	1,56	.02	1,56
Seman.Diff.Ratings						
MY COMMUNITY	8.00*	1,53	---	1,53	.93	1,53
SCHOOL	2.12	1,54	.49	1,54	.58	1,54
MYSELF/COMM	1.43	1,53	.80	1,53	--	1,53
Ratings						
EBCE Useful	2.24	1,64	.25	1,64	.84	1,64
Recommend EBCE	.48	1,64	.02	1,64	.09	1,64

*p< .05

Note. Table of significantly different means will be found in App. B.

Table 29

Summary of Grade 11 Mann-Whitney U tests for Post Minus Pre Scores of Students on Career, Academic Tests and Self Ratings

Measure	Mean Rank		U
	EBCE	Control	
TAchProf			
Reading	9.4	8.7	30.5
Mathe.	8.0	8.0	39.0
GPA	6.4	10.4	17.5
CDI			
I. Planning	9.67	8.64	29.0
II.Use/Res	10.00	8.45	27.0
III.Dec-Mak	9.17	8.91	32.0
IV.Info	8.58	9.23	30.5
V. Work	8.17	9.45	28.0
VI.P.O.G.Know.	10.0	8.45	27.0
Sem.Diff Rat			
My Community	10.0	8.45	27
School	10.75	8.05	22.5
Myself/Comm	11.0	7.91	21.0
Ratings			
Strength of POG	9.08	8.95	32.5
EBCE Useful	9.00	9.00	33.0
Recommend EBCE	10.00	8.45	27.0

*$p < .05$
EBCE N=6; Cn N=11
Note. Pre-test GPA EBCE Mean rank =6.9,Cn=10.1, U=20.5

using the pre-tests as covariates. The academic tests and GPA, with no pretest differences and a different form for the academic tests in the final session, were analyzed by t-test for Grade 10. Analyses for Grade 11 were based upon the Mann-Whitney U test, post minus pre.

1.ACADEMIC SKILLS OBJECTIVES: EBCE students will maintain an acceptable level of performance in basic academic skills.

Instrumentation. Tests of Achievement and Proficiency (Form T) Reading, Mathematics, and, for Grade 10, Written Expression; grade point average; End of Year Evaluation sheets

Results. EBCE and control students completed the Tests of Academic Progress (Form S) before the project began, and the Reading, Mathematics, and Composition test means were not different, nor different from those of the total tenth grade population. The t-test for the Tests of Achievement and Proficiency Reading and Mathematics showed higher means in favor of Grade 10 control students. No differences were found for Grade 10 Written Expression and Grades 10 and 11 GPS (see tables 27 and 29).

End-of-Year evaluation sheets (see Table 23) results are reflected in the described grade point averages.

Conclusions. The academic objective was partially met for Grade 10 and was met for Gradell.

2.STUDENT WORK HABITS OBJECTIVE: EBCE students' work habits will be positively rated on sites, and attendance will be better than control students' and their own baseline rate.

Instrumentation. Resource people's comments on students, LC ratings of Goals (getting product in on time), and Products(quality of work produced compared with previous work), attendance records.

Results. Informal feedback by resource persons were generally positive as shown in comments in Tables 25 and 26. A comparison of attendance records showed EBCE students with an average of 5 days' absence for Grade 10 and Grade 11 students with an average of 13, while controls had averages of 8 and,13, for Grade 11,for the semester preceding the EBCE program. EBCE students averages following the project were not received in time to be included.

NOTE. The Methodology outlined in Section V stated that two-tailed tests of significance for the Academic Skills would be used since the objective was to test whether skills were maintained by EBCE students compared with control students. All other objectives indicated that EBCE students would increase their scores, therefore tests of significance would be one-tailed, testing for EBCE increase at the .05 level. No other result could be other than nonsignificant.[6]

[6] Rosecoe op cit

The G and P median ratings for Grades 10 and 11 EBCE students were at the "3" level, indicating satisfactory ratings.

Conclusions. The students in EBCE were seen as holding positive work habits, as a general rule. The objective was achieved.

3. ATTITUDES OBJECTIVE: EBCE students will increase positive attitudes toward work, planfulness, learning environment, self, and community over those of control students.

Instrumentation. Career Development Inventory I. Extent of Planning; Semantic Differential School, Community, Myself Spending my life in my hometown community; Student Information Questionnaire "plans"

Results. Significant gains by EBCE Grade 10 students over controls were made on CDI I. Extent of Planning and in the sex by group interaction where EBCE females' means were significantly higher than other grsoups' (see Tables 28 and also 33 in the Appendix B). And, on the Semantic Differential, My Community, EBCE students had higher mean than controls, plus the pre-test difference (see Tables 14 and 33) of more favorable attitudes toward school being held by females than were held by males had disappeared. No Grade 11 differences were found. An informal appraisal of self may be found in comments on page 78.

Conclusions. The objective for EBCE positively increasing attitudes toward planfulness, school, and community was realized, indicating a reduction in the alienation of youth toward the community and learning environment. No formal measures of attitude toward self were taken, since the program promotes the integrative nature of the the EBCE experiences with self. This objective was generally met.

4.CAREER OBJECTIVES GOAL: EBCE students will increase career decision=making skills and nontraditional exploration over those of controls.

Instrumentation. Choices of occupational group from CDI answer sheet; CDI III. Decision=making; V. World of work information, and VI. Knowledge of preferred occupational group

Results. The choices of occupational group were subjected to chi square analyses and no differences were found between EBCE and control students. No other measures yielded significant differences by sex or group, either (see Tables 8,22,28,29). Nontraditional exploration was observed by the staff to be minimal. Note should be made that the findings for objective #5 data do suggest that the nontraditional acceptance of possibilities have enabled females to expand career options.

Conclusions. The objective was not met.

5. CAREER DEVELOPMENT OBJECTIVE: EBCE students will increase knowof and commitment to career development activities.

Instrumentation. Career Development Inventory II. Knowledge and Use of Resources and IV. Career Information; survey questions of "next step"; future plans from Student Information Questionnaire; strength of preference for preferred occupational group from CDI answer sheet

Results. The "next step" replies (see page 76) showed some differences in the degree of commitment to career development activities while future plans (Tables 13 and 21) showed some non-significant distribution shifts from pre to post emphasis toward training.

The standardized measures were significantly different by sex by group on CDI II., with EBCE females highest and their means different from all except control males' means (see Tables 28 and 33). Females' means were higher than males' on IV. Career Information. Thus, the females exhibited more knowledge about whom or what could provide needed career information, which sources had already been utilized by the student, and what decisions are possible at a choice-point. Strength of preference for the preferred occupational group was significantly higher for EBCE students (see Tables 9 and 16)(lower scores are indicative of feelings of more "strength") before the project than following, although variability increased. These are Grade 10 findings. No Grade 11 results were significant.

Conclusions.For Grade 10 females, there was trong indication of attainment of the objective to increase knowledge of and commitment to career development activities. Perhaps even the wider variance in commitment to a preferred occupation, seen in the nonsignificant posttesting of strength of commitment as compared to the EBCE pretest significant difference, may be seen as the opening of a wider range and level of options for EBCEgirls, in particular. This objective was met for Grade 10 females, but not for males nor for Grade 11 students.

6. BREADTH OF CAREER OPTIONS OBJECTIVE: EBCE students will increase career skills, which will permit more employment opportunities, more than control students will.

Instrumentation. Career Development Inventory (all parts:six subtests); number of Activity Sheets completed; future plans from the SIQ

Results. One CDI subtest(Extent of Planning) was significantly higher for posttest EBCE students, two sex by group analyses were higher for EBCE females(Extent of Planning and Use of Resources), while all females had higher means than males on a third subtest (Career Development Information) in the Grade 10 data. Activity Sheets completed showed breadth of exploration across more than one cluster; future plans and all Grade 11 analyses, however, were no different for EBCE and controls.

Conclusions. The small number of significant results in the total possible appear to describe more change for females than for males, particularly in regard to resources. Thus, this objective was mainly met for Grade 10 females, although the Activity Sheets provided ample evidence for all students have experienced a breadth of options.

SUMMARY

The program objectives, budget review in the next section, and student outcome objectives indicate that:Experience Based Career Education has been implemented in such a way that some academic skills have been maintained, work habits are adequate, attitudes toward planfulness (which is a strong correlate of vocational maturity) increased, attitudes toward community and school (for boys) increased positively, all for Grade 10 students. Females increased in

knowledge and use of resources and in career development information about various decisions that are possible at a choice point. Thus, some increase in broadening career options was observed, with career decision-making skills and nontraditional exploration apparently not engaged to a sufficient enough extent to make a difference in total skill development.

All of these were observed on Grade 10 students. For Grade 11 students, the academic skills were maintained, but no other findings were related to participation in EBCE.

These findings reflect a program process that provided an alternative to the regular school program for students with a range of abilities, interests, and socioeconomic status - the range that was found in the larger population.

The budget will be reviewed in the next section.

BUDGET ANALYSIS AND EVALUATION

This section of the report contains an analysis and evaluation of the budget and expenditure data for the Experience Based Career Education (EBCE) project for Fiscal Year 1979 (June 1, 1978 - May 31, 1979). This was the second year of a projected three year project. The federal grant was for $159,566.57. An additional $13,849.43 in carry-over funds was available to the project from the budget for Fiscal Year 1978. The carry-over funds were approved by the Grant Agency. The total budget for the project during Fiscal Year 1979 was in the amount of $173,416. The fiscal data relating to the EBCE budget are shown in Table 30. Although the federal government only requires seven line items for fiscal reporting purposes, the project used 25 individual line items to budget and account for the funds. The budget does not reflect line item transfers nor end-of-the-year accounting procedures necessary to clear or balance the accounts.

First quarter expenditures totaled $48,708.30 or 28.09 percent of the budget. Expenditures for the second quarter were $34,203.83 or 19.72 percent of the budget. Third quarter expenditures were $39,598.19 or 22.83 percent. Total expenditures for the first three quarters represented 70.64 percent of the EBCE budget or $122,510.32. The balance remaining at the beginning of the fourth quarter was $50,905.68 or 29.36 percent of the total budget.

Because of the nature and evaluation requirements of the project, several substantial expenditures are made during the final quarter. It is likely that the project will have a slight under-expenditure rate for the fiscal year. Any negative balance in a given line item were not so large that it could not be absorbed by transfering funds or by shifting the expenditures to other related line items. Internal transfers were necessary among several line items to accomodate changes in projected expenditure levels. These transfers did not represent any shift in priorities or program emphasis.

It should be noted that the expenditure pattern for this budget was more consistent than during the previous year. This should be a reflection of the experience in fiscal planning and management gained during the second year of the project. A continuing problem, however, is the fact that the fiscal year for EBCE project is June 1 - May 31 for federal funding purposes but July 1 - June 30 for budgeting and accounting purposes by the grantee. While this one month difference in the fiscal year can be accommodated for budget and accounting purposes, logic would dictate comparability for fiscal planning and management.

In general, a review of the budget and expenditure data indicates that the project disbursed its funds at a relatively even rate throughout the fiscal year. All funds were accounted for through line items that reflected the needs of the project. Transfers were made among various line items, but they did not reflect any change in program emphasis.

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TABLE 30

Experience Based Career Education Project
Budget and Expenditures
FY 1979

Line Item	Fiscal Year Budget June 1, 1978- May 31, 1979	1st Quarter Expenditures August 31	2nd Quarter Expenditures November 30	3rd Quarter Expenditures February 28	4th Quarter Balance Remaining
Salary, Administration	$16,800.00	$ 4,027.03	$ 4,026.99	$ 4,026.99	$ 4,718.99
Secretarial & Clerical	12,742.00	3,062.60	2,772.00	2,772.00	4,135.40
Placement	3,103.00	2,363.06	2,209.98	2,209.98	1,319.98
Training Coordinator	40,035.00	6,194.50	8,134.71	14,029.92	11,675.87
Salary, PT	-0-	-0-	26.50	54.90	(81.40)
Travel	10,300.00	3,798.02	1,833.95	4,148.73	519.30
Student Transportation	16,400.00	-0-	-0-	-0-	16,400.00
Postage	2,000.00	323.32	250.55	447.89	978.24
Office Supplies	3,850.00	1,494.42	1,622.38	2,153.70	(1,420.50)
Instructional Supplies	2,100.00	433.62	998.59	1,802.24	(1,134.45)
Reproduction	3,000.00	667.82	1,317.97	1,141.23	(127.02)
Recruitment	4,679.00	-0-	960.56	578.10	3,240.34
Professional Services	450.00	-0-	-0-	192.00	258.00
Contract Services	1,000.00	600.00	300.00	671.00	(571.00)
Contract Services Evaluation	17,000.00	2,500.00	4,408.96	146.04	9,945.00
Telephone	3,000.00	420.72	591.93	515.31	1,472.04
Computer	3,476.00	2,970.00	585.00	1,680.22	(1,759.22)
Indirect Costs	17,863.00	17,863.00	-0-	-0-	-0-
Retirement, Professional	5,399.00	820.37	1,155.38	1,715.43	1,707.82
Retirement, Nonprofessional	649.00	162.74	149.43	149.43	187.40
Workmen's Comp/ Medical Insurance	43.00	-0-	717.75	565.50	(1,240.25)
Social Security	1,227.00	354.09	301.41	307.44	264.06
Insurance	1,300.00	90.00	-0-	60.00	1,160.00
Final Reports	200.00	-0-	27.16	29.32	144.52
Equipment	1,800.00	341.80	1,912.63	201.32	(656.25)
Adjusting Entry		231.19	-0-	-0-	(231.19)
Total	$ 173,416.00	$ 48,708.30	$ 34,203.83	$ 39,598.19	$ 50,905.68
Percent	100.00	28.09	19.72	22.83	29.36

Attention should be given to major expenditures required during the fourth quarter to explore whether it would be feasible for those expenditures to be made at a more even rate. Also consideration should be given to whether the fiscal years for the EBCE project and the grantee could be made comparable.

APPENDIX A

Local Three County
Norms for
1) Tests of Academic Progress
(Form S)
2) Career Development Inventory
(High School Form III)

Tests of Academic Progress (Form S)
November 8-9, 1978

The Teacher's Manual (1971, p.3) notes that the Tests of Academic Progress are designed to provide an efficient and comprehensive appraisal of student progress toward widely accepted academic goals of secondary school education.

The tests were handscored and converted by use of a scoring mask to normalized standard scores.

The Manual for Administrators, Supervisors, and Counselors (1972, p.3-4) describes

Test 2: Composition as measuring skills most necessary for clear concise writing.

Test 4: Reading as measuring student competency in reading identification, comprehension application and evaluation.

Test 5: Mathematics as measuring knowledge of mathematical facts and skills with an emphasis on application.

Table 31

TESTS OF ACADEMIC PROGRESS
Local Norms-Form S
November 8-9, 1978
Three County

Percentile Ranks	Composition			Reading			Mathematics		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
99	68	65	-	66	66	-	65	71	65
98	65	62	68	64	64	66	63	63	64
97	-	-	-	63	61	64	62	62	62
96	61	60	65	62	-	63	61	-	61
95	-	-	-	61	59	-	-	61	60
94	60	56	62	60	-	62	60	-	58
93	-	-	61	-	58	61	59	60	57
92	59	55	60	59	-	-	58	-	-
91	-	-	-	58	57	60	-	59	-
90	58	54	59	-	-	-	57	-	55
89	-	-	-	57	56	59	-	58	-
88	57	-	-	-	55	58	56	-	54
87	-	-	-	56	54	-	-	57	-
86	-	53	-	-	-	57	55	-	-
85	56	-	58	55	53	-	-	56	-
84	-	-	-	-	-	56	-	-	-
83	-	-	-	-	-	-	54	-	53
82	55	52	-	54	-	-	-	55	-
81	-	-	-	-	52	55	-	-	-
80	-	-	57	53	-	-	-	-	-
79	54	51	-	-	-	-	53	54	52
78	-	-	-	-	-	54	-	-	-
77	-	50	-	-	51	-	-	-	-
76	53	-	56	-	-	-	52	53	-
75 -	-	-	52	50	53	-	-	-	-

Percentile Ranks	Compostion			Reading			Mathematics		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
74	-	49	-	-	-	-	-	-	-
73	-	-	-	-	-	-	-	52	-
72	52	-	-	-	49	-	-	-	51
71	-	-	55	-	-	-	51	-	-
70	-	-	-	51	-	-	-	51	-
69	-	48	-	-	48	52	-	-	-
68	51	-	-	-	47	-	-	-	-
67	-	-	54	-	-	-	-	-	-
66	-	-	-	50	-	-	-	-	-
65	50	47	-	-	-	-	-	-	-
64	-	46	53	-	46	-	-	50	-
63	-	-	-	-	-	-	50	-	-
62	49	-	-	-	-	51	-	-	50
61	-	45	-	49	-	-	-	-	-
60	-	-	52	-	45	-	-	49	-
59	-	-	-	48	-	-	49	-	-
58	-	-	-	-	44	-	-	-	-
57	48	44	-	47	-	-	-	48	49
56	-	-	51	-	-	50	-	-	-
55	-	-	-	-	43	-	-	-	-
54	-	43	-	46	42	-	48	47	-
53	-	-	-	-	-	-	-	-	-
52	-	-	50	-	-	-	-	-	-
51	47	42	-	45	41	-	-	-	48
50	-	-	-	-	-	49	47	46	-
49	46	-	-	-	-	-	-	-	-
48	-	-	49	44	40	-	-	-	-
47	-	41	-	-	-	48	-	45	-
46	45	-	-	-	39	47	46	-	-
45	-	-	-	43	-	-	-	-	47

TAP Local Norms
Three County

Percentile Ranks	Composition			Reading			Mathematics		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
44	-	-	-	-	38	-	-	44	-
43	-	-	48	42	37	46	45	-	-
42	44	-	-	-	-	-	-	-	-
41	43	40	-	-	-	45	-	-	46
40	-	-	-	41	36	-	-	42	-
39	42	-	-	-	-	-	44	-	-
38	-	-	-	-	-	-	-	-	45
37	-	-	47	40	-	44	-	-	-
36	41	39	-	-	-	-	-	-	-
35	-	-	-	39	35	-	42	41	-
34	-	-	46	-	-	-	-	-	44
33	-	-	-	38	-	43	-	-	-
32	40	38	-	-	-	-	-	40	-
31	-	-	45	37	-	42	-	-	-
30	-	-	-	-	34	-	41	-	42
29	-	-	-	36	-	-	-	-	-
28	-	37	44	-	33	41	40	39	-
27	39	-	-	-	-	-	-	-	-
26	-	-	-	35	32	40	-	-	41
25	38	-	42	-	-	-	39	-	-
24	-	36	41	-	-	-	-	-	-
23	-	-	-	34	-	39	-	-	39
22	37	-	-	-	31	-	-	-	-
21	-	-	40	33	-	38	-	37	-
20	36	35	-	-	-	-	37	-	-
19	-	-	-	32	30	37	-	-	37
18	-	-	39	-	29	36	-	-	-
17	35	34	38	-	28	35	-	-	-
16	-	-	36	31	-	-	34	34	34
15	34	33	-	-	26	34	-	-	-

Percentile Ranks	Composition			Reading			Mathematics		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
14	-	32	35	30	-	33	-	-	32
13	33	-	34	29	22	32	32	32	30
12	32	31	33	28	21	-	30	-	-
11	31	-	-	-	9	31	24	30	20
10	-	29	32	22	6	-	9	7	9
9	29	27	-	9	-	30	8	-	8
8	27	-	29	6	5	29	6	6	-
7	26	26	26	-	-	28	-	-	6
6	24	24	6	5	4	8	-	-	-
5	6	5	-	-	-	5	5	5	5
4	5	-	-	4	-	-	-	-	-
3	-	3	5	-	3	4	-	-	4
2	3	-	-	3	-	-	4	4	3
1	-	2	3	-	2	3	2	2	2

NOTE: The TAP scores are standard scores.
N=234 (10th Grade) for Composition, N=301 for Reading, N=299 for Mathematics

Career Development Inventory
High School Form III (1976)
Super, D.E.

Super, D.C., Lindeman, R.H., Forrest, D.J., Jordaan, J.P., Myers, R.A., and Thompson, A.S. New York, New York: Teachers College, Columbia University, 1976.

The basic rationale of this research form of CDI is that vocational maturity is a function of a number of attitudinal and cognitive factors which are exhibited in vocational development stages. The questions concern school work, future career, and plans.

The six subtests are

Part I: Extent of Planning asks students to consider how much thinking and planning they have done (Possible raw score = 150)

Part II: Knowledge and Use of Resources asks students to choose the one best answer to questions to show where they would go for information or help in making job or college plans (Possible raw score = 450)

Part III: Career Decision-Making asks what to consider and do in regard to various problems (Possible raw score = 30)

Part IV: Career Information asks the student to choose one best answer concerning information (Possible raw score = 30)

Part V: World of Work Information asks questions about various occupations (Possible raw score = 30)

Part VI: Knowledge of Preferred Occupational Group asks questions in regard to the one Occupational Group (of a possible 20) that the student preferred (there are 20 separate keys for this one) (Possible raw score = 41)

The tests were machine-scored and, since there are no national norms for this research form, local norms were run on raw scores for male-female-Total Group.

Table 32

CAREER DEVELOPMENT INVENTORY
Local Norms-Research Form H.S.III
November 8-9, 1978
Three County

P.R.	I			II			III			IV			V			VI		
	Tt	M	F	Tt	M	F	Tt	M	F	Tt	M	F	Tt	M	F	Tt	M	F
99	139	142	138	374	363	382	26	24	-	29	26	-	24	23	24	29	25	29
98	131	139	130	363	351	374	25	23	26	28	-	29	23	22	-	28	24	28
97	128	131	126	359	347	364	-	-	-	27	25	28	22	21	23	27	-	-
96	126	128	120	351	346	362	24	22	25	26	-	-	-	-	-	26	23	-
95	120	126	119	346	331	359	-	-	-	-	24	27	-	20	22	25	-	27
94	119	122	117	334	326	353	23	-	-	-	-	-	21	19	-	-	-	-
93	118	119	116	329	324	345	-	-	24	-	-	-	-	-	-	24	22	26
92	-	-	115	325	318	334	-	21	-	25	-	26	-	-	-	-	-	-
91	117	118	114	321	314	330	22	-	-	-	23	-	20	18	21	-	-	-
90	115	-	113	318	312	329	-	-	23	-	-	-	-	-	-	23	-	25
89	114	-	-	314	307	321	-	-	-	-	-	-	19	-	-	-	21	-
88	113	117	112	312	305	319	-	-	-	-	22	-	-	-	-	-	-	-
87	112	114	111	311	300	-	-	20	-	24	-	25	-	-	20	-	-	24
86	-	-	-	306	297	314	21	-	22	-	-	-	-	17	-	22	-	-
85	111	112	110	304	295	312	-	-	-	-	21	-	-	-	-	-	-	-
84	110	-	-	302	293	311	-	-	-	-	-	-	18	-	-	-	20	-
83	-	111	109	300	-	308	-	19	-	-	-	-	-	-	19	-	-	23
82	109	109	-	297	288	306	-	-	-	-	-	-	-	16	-	21	-	-
81	108	108	-	295	285	304	-	-	-	-	-	-	-	-	-	-	-	-
80	107	106	108	294	283	302	20	-	21	23	20	-	-	-	-	-	-	-
79	106	-	107	293	-	-	-	18	-	-	-	-	-	-	-	-	-	22
78	105	105	102	291	281	300	-	-	-	-	-	24	-	-	-	-	19	-
77	103	-	-	287	277	299	-	-	-	-	-	-	17	15	18	20	-	-
76	102	103	101	285	276	296	-	17	-	-	-	-	-	-	-	-	-	-
75	-	-	100	283	271	294	-	-	-	22	19	-	-	-	-	-	-	-
74	101	102	-	282	270	293	-	-	-	-	-	-	-	-	-	-	-	21
73	100	-	99	281	269	291	19	-	-	-	-	-	-	-	-	19	-	-
72	-	100	-	278	266	287	-	16	20	-	-	-	-	-	-	-	-	-
71	99	-	-	276	265	-	-	-	-	-	18	-	16	-	-	-	-	-
70	-	99	98	275	264	283	-	-	-	-	-	-	-	14	-	-	-	20

CDI Local Norms
Three County

P.R.	I			II			III			IV			V			VI		
	Tt	M	F	Tt	M	F	Tt	M	F	Tt	M	F	Tt	M	F	Tt	M	F
69	98	-	-	273	262	282	-	-	-	21	-	-	-	-	-	-	18	-
68	-	98	-	272	261	281	-	-	-	-	-	23	-	-	-	-	-	-
67	97	-	96	-	258	-	-	-	-	-	-	-	-	-	17	-	-	19
66	-	-	-	271	-	280	18	-	-	-	17	-	-	-	-	-	-	-
65	96	97	-	270	257	278	-	14	-	-	-	-	-	-	-	18	-	-
64	-	-	95	269	-	276	-	-	-	-	-	-	15	-	-	-	-	-
63	95	96	94	266	256	275	-	-	-	20	-	-	-	-	-	-	-	-
62	-	95	-	264	255	274	-	-	19	-	16	-	-	-	-	-	-	-
61	94	-	93	263	254	273	-	-	-	-	-	-	-	13	-	-	-	-
60	93	93	-	-	253	-	17	-	-	-	-	22	-	-	-	-	17	18
59	-	93	92	262	252	272	-	-	-	-	15	-	-	-	-	-	-	-
58	92	-	-	260	251	-	-	13	-	-	-	-	-	-	16	-	-	-
57	-	92	91	259	-	-	-	-	-	19	-	-	14	-	-	17	-	-
56	91	-	90	258	248	271	-	-	-	-	14	-	-	-	-	-	-	-
55	-	91	-	257	245	-	-	-	-	-	-	-	-	-	-	-	-	-
54	90	0	89	-	244	270	16	-	-	-	-	-	-	-	-	-	-	-
53	-	-	-	256	-	269	-	12	-	-	-	21	-	-	-	-	16	17
52	89	90	88	254	243	266	-	-	18	18	18	-	-	12	-	-	-	-
51	-	-	87	253	-	264	-	-	-	-	-	-	-	-	15	-	-	-
50	88	89	86	252	242	263	-	-	-	-	-	-	-	-	-	-	-	-
49	-	-	-	251	241	-	-	-	-	-	-	-	13	-	-	16	-	-
48	87	88	-	248	240	262	14	-	-	-	-	-	-	-	-	-	-	-
47	86	-	85	247	238	-	-	11	-	17	12	-	-	-	-	-	-	-
46	-	87	-	244	-	260	-	-	-	-	-	-	-	11	-	-	-	-
45	85	86	-	243	237	259	-	-	-	-	-	20	-	-	-	-	15	16
44	-	85	84	-	-	258	-	-	-	-	-	-	-	-	-	-	-	-
43	84	84	-	242	234	257	-	-	17	16	-	-	-	-	14	-	-	-
42	-	-	-	241	233	255	13	-	-	-	-	-	-	-	-	-	-	-
41	-	-	-	239	231	-	-	-	-	-	-	-	12	-	-	15	-	-
40	83	83	-	238	230	253	-	10	-	15	11	-	-	-	-	-	-	-
39	-	-	-	-	229	252	-	-	-	-	-	-	-	10	-	-	-	-
38	-	-	-	237	228	247	-	-	-	14	-	19	-	-	-	-	-	-

P.R.	I			II			III			IV			V			VI		
	Tt	M	F	Tt	M	F	Tt	M	F	Tt	M	F	Tt	M	F	Tt	M	F
37	82	82	82	235	227	246	-	-	-	-	-	-	-	-	-	-	14	15
36	-	-	-	234	225	242	12	-	16	-	-	-	11	-	-	-	-	-
35	-	-	-	233	-	241	-	-	-	13	-	-	-	-	13	-	-	-
34	81	81	81	232	224	240	-	-	-	-	-	-	-	-	-	14	-	-
33	-	-	-	231	-	-	-	-	-	-	10	-	-	-	-	-	-	-
32	80	-	80	229	-	239	-	9	-	-	-	-	-	-	-	-	-	-
31	-	80	-	228	222	236	11	-	-	12	-	18	-	-	-	-	-	14
30	-	-	79	-	219	235	-	-	14	-	-	-	10	-	-	-	13	-
29	79	79	78	226	218	-	-	-	-	-	-	-	-	-	12	-	-	-
28	-	-	-	225	217	234	-	-	-	-	-	-	-	9	-	13	-	-
27	78	-	76	224	213	232	-	-	-	-	9	17	-	-	-	-	-	-
26	77	78	-	-	-	-	-	-	-	11	-	-	-	-	11	-	-	-
25	76	-	75	222	212	231	10	-	-	-	-	-	-	-	-	-	-	13
24	-	77	-	219	211	230	-	-	13	-	-	-	-	-	-	-	-	-
23	75	76	-	217	210	229	-	-	-	-	-	16	-	-	-	-	-	-
22	-	75	-	213	209	-	-	-	-	10	-	-	9	-	-	-	12	-
21	74	74	74	212	208	227	-	8	-	-	-	-	-	-	10	12	-	-
20	-	72	-	211	207	-	-	-	-	-	-	15	-	8	-	-	-	12
19	72	-	72	210	206	224	9	-	-	-	8	-	-	-	-	-	-	-
18	-	71	-	208	205	222	-	-	-	9	-	14	-	-	-	-	-	-
17	71	70	-	208	204	221	-	-	12	-	-	13	-	-	-	-	-	-
16	-	69	71	206	202	214	-	-	-	-	-	-	8	-	9	-	-	11
15	70	-	-	204	200	211	-	-	-	-	-	12	-	-	-	11	-	-
14	69	67	-	202	199	209	-	-	-	-	-	-	-	-	-	-	11	-
13	68	65	70	200	198	207	-	-	11	8	-	-	-	-	-	-	-	-
12	66	64	68	199	195	204	8	7	-	-	7	11	-	7	8	-	-	10
11	65	63	67	197	194	203	-	-	-	-	-	-	-	-	-	-	-	-
10	64	-	65	195	193	200	-	-	10	-	-	-	-	-	-	10	-	-
9	63	62	-	193	187	199	-	-	-	7	-	9	7	-	-	-	10	9
8	-	-	64	189	184	194	-	-	-	-	-	-	-	-	-	-	-	-

P.R.	I			II			III			IV			V			VI		
	Tt	M	F	Tt	M	F	Tt	M	F	Tt	M	F	Tt	M	F	Tt	M	F
7	62	60	63	187	182	192	7	6	-	-	-	-	-	6	7	-	-	8
6	61	59	62	184	175	189	-	-	-	-	6	8	-	-	-	9	-	-
5	60	57	61	181	169	187	-	-	9	-	-	7	6	-	-	-	-	7
4	57	-	60	175	168	185	6	5	-	6	-	-	-	5	6	8	9	-
3	53	53	59	169	165	183	-	-	7	-	-	6	5	-	-	7	-	6
2	51	51	58	165	162	178	5	-	6	5	5	5	-	-	5	5	8	5
1	50	48	50	162	159	167	4	4	5	4	4	4	4	4	4	3	2	3

N=291(10th Grade) for Part I, N=294 for Part II, N=306 for Part III, N=305 for Part IV, N=302 for Part V, and N=300 for Part VI

APPENDIX B

Tables of Means and Frequency Counts of Pre and Post Measures

Table 33

Means of Significant Anova and Co-Anova Interactions from Results Shown in Tables 7, 14, and 28 for Grade 10

PRETEST Comparisons	Means	POSTTEST Comparisons	Adjusted Means
CDI III		CDI I	
Male	13.42	Control	98.1
Female	17.12	EBCE	105.6
CDI IV		Male Cn.	102.6
Male	15.08	Male EBCE	96.9
Female	18.89	Female Cn	93.7
CDI VI		Female EBCE	114.3
EBCE	13.61	CDI II	
Control	16.30	Male Cn	272.4
SD MY COMMUNITY		Male EBCE	257.2
Male	36.14	Female Cn.	249.3
Female	43.71	Female EBCE	288.2
SD SCHOOL		CDI IV	
Male	32.88	Males	15.9
Female	41.71	Females 18.7	
Recommend/EBCE		SD COMMUNITY	
EBCE	6.5	Control	37.6
Control	5.6	EBCE	43.6

APPENDIX C

-Intercorrelations
and Reliabilities of
Academic and
Career Tests

-Kuder Richardson
Correlations for Test
VI of the Career Development Inventory

Table 34

Means, Standard Deviations, Reliabilities, and Intercorrelations of CDI Scores

CDI Subtest	N	M	SD	Intercorrelations* CDI EP	UR	CDM	CDI	WWI	IPOC	TAP C	R	M
Extent of Planning	291	88.9	19.1	(90)	50	15	18	20	12	19	10	18
Use of Resources	294	253.0	47.2		(81)	23	26	25	11	10	-12	-06
Career Decision-M	306	14.6	5.5			(80)	74	54	25	31	24	34
Career Dev Info	304	16.4	6.5				(86)	66	28	38	25	30
World of Work Info	302	13.2	4.6					(71)	40	45	23	14
Info About Preferred Occupational Group	292	16.1	5.1						(73)	18	07	08
TAPC										-	26	32
R											-	26
M												

*CDI EP & UR are alpha r, the others K-R20. There are 20 keys for IPOC, therefore the median KR20 was used.

Table 11

Kuder Richardson Reliability for Each Form
Test VI of the Career Development Inventory

Key for POG[a]	N	KR
A	4	85
B	12	88
C	22	73
D	16	89
E	7	93
F	8	68
G	7	67
H	8	9
I	11	75
J	2	-05
K	20	86
L	5	1
M	50	78
N	40	47
O	10	27
P	6	9
Q	18	73
R	19	70
S		
T	38	79

POG=Preferred Occupational Group

APPENDIX D

Sample Activity Sheet

Sample Experience Site

Learning Guide

EBCE Policy Statement

Student 494 58 1232	Areas	NS	MA	SS	CE	E/C	Other	Other	SAS No.
Learning Coordinator BB	Sub-Concepts		2.3.3 2.1.5			1.4.0			Code
Experience Site D.Cable, D.D.S.	Points		10			5			1. Define Problem 2. Gather Data 3. Analyze Data 4. Generalize 5. Communicate
Start 10/10 Estimated Stop 10/17									
Actual Stop	Site Information:								
Actual number of days to complete Activity Sheet	Any site dealing with Payroll								

Objective:
The student will be able to calculate a fictitious payroll for a small business using prepared deduction tables and a calculating device, and actually write sample checks to unreal employees using prepared calculations.

Sub-Concept Description
Properties and operations of Real Numbers.

Evaluation Code
5. Excellent
4. Commendable
3. Satisfactory
2. Improving
1. Needs to Improve

Activities	Code	L.C.	Stu.
1. Using resource material, and your RP, find information dealing with payroll checks. This information should include the correct preparation of a payroll check and information that should be placed on a check.	2,3		
2. Under directions of the RP, learn to use the calculating machine that is used for payroll purposes.	2,4		
3. Using any resource material, develop simple definitions of the following terms: (a) gross pay, (b) net pay, (c) salary, (d) wage, (e) overtime, and (f) deduction.	2,4,5		
4. With the help of your RP, and any resource material that is applicable, find out about any deductions that are made from the gross pay of an employee, and how these deductions are calculated.	2,3		
5. Set up a fictitious payroll period and prepare checks for employees for that period. Include in this activity: pay per hour, number of hours worked, gross pay, all deductions, and net pay.	3,4		
6. Submit to your LC a written report on your activities, including all calculations. Summarize what you have learned about preparing payroll, terminology involved, deductions, and check writing. Evaluation will be on accuracy of your calculations, neatness and completeness of report, clarity of expression, and grammar in report.	4,5		

Evaluation Comments:

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Distribution: White -Student/Yellow - Learning Coordinator

Revised 7/18/75

EXPERIENCE SITE LEARNING GUIDE FOR

DON CABLE, D.D.S.

EBCE
experience
based
career
education

STATE FAIR COMMUNITY COLLEGE
1900 CLARENDON ROAD • SEDALIA, MO. 65301
PHONE 816 - 826 - 7100

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EXPERIENCE SITE GENERAL INFORMATION

Name of Experience Site: Don Cable, D.D.S.

Address: 701 1/2 South Ohio, Sedalia, Missouri 65301

Directions: 1st block north of Broadway, east side of Ohio

Luncheon facilities: Can bring lunch--refrigerator available.

Primary contact person at Experience Site: Dr. Cable

Phone: 827-2405

Number of students site can take at one time: One

Special spacing desired by site *(if any)*: One week break between students.

Special restrictions of Experience Site:

Special programs or activities that students can participate in while at site *(time, dimensions of training, or program and pre-requisites)*:

General description of purpose or function of Experience Site:

General dentistry.

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EXPERIENCE SITE GENERAL INFORMATION

Name and description of different sections or units of Experience Sites *(if any)*:

Name of Section	Description of purpose or function of section
Business office	Recordkeeping/appointments
Operative Section	Patient care

Additional comments regarding Experience Site *(if any)*:

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RESOURCE PERSON INFORMATION

Resource Person's Name TBA

Job Title Dental Assistant

Primary WTG *(number and name)*

#92-Nursing, X-Ray, and Related Services CC #10

Secondary or related WTG *(number)* CC

Name of person to contact to place student Dr. Cable

Phone 827-2405

Number of students this Resource Person can handle at one time *(spacing requirements, if any)*

One with one week break between students.

Name of section or unit in which this Resource Person works Patient care.

Specific time Resource Person expects student to be on Site Mon, 8:30-5:00; Wed. 7-12 noon;

Tues., Thurs., Fri. 7:00-3:30.

Smoking regulations in this section of Site No smoking

Dress code for this section of Site Neat and clean - no jeans.

Special restrictions Not allowed in x-ray room while exposing film.

Other comments

Resource Person job description *(in task statements)*:

1. Prepares patient rooms each morning by turning on equipment according to standard procedure.
2. Prepares patient by greeting, seating, and bibbing each one.
3. Instructs patient in correct oral hygiene through explanation and demonstration.

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In task statements continued

4. Assists doctor chairside at all times by:
   a. exposing and developing x-rays when necessary by operating x-ray equipment in prescribed manner.
   b. preparing operative and surgical trays for doctor's use according to standard procedure.
   c. handing to the doctor the instruments and materials necessary as they are needed.
   d. accurately compiling information onto patient's chart as doctor gives the information.
   e. aspirating saliva as needed.

5. Mixes materials for various fillings and cementing following doctor's orders or by following standard procedures.

6. After every patient, cleans operative trays and operatory counter with alcohol and sterilizes instruments by placing them in the sterilizer for the prescribed time.

7. Makes first impressions, models, and custom trays according to standard procedures. Trim models and trays as needed with required tools.

RESOURCE PERSON INFORMATION

WHAT MAY STUDENT DO WITH COMPETENCY (DESCRIBE THE BASIC SKILLS AND GIVE COMPETENCY LEVEL NEEDED) ✓

Dr. Cable and RP will make this decision, depending upon the student's ability and attitude.

SPECIAL KINDS OF POSSIBLE STUDENT INVOLVEMENT SUCH AS DISCUSSIONS, DEMONSTRATIONS, AND TUTORING IN WHICH RESOURCE PERSON WILL PARTICIPATE ✓

Possible student activities:

A. Devise program or lecture for third graders in coordinance with Children's Dental Health Week - February '78.

B. The importance of becoming certified as opposed to non-certified. (paper)

C. Devise a bulletin board promoting dental health (4-for all seasons) for the reception room.

D. The occupational hazards of the dental team. (paper)

E. Evaluation of the office of Dr. Don A. Cable (paper). Include job descriptions, layout of floor plan, skills and attitudes of staff, tray set-ups.

F. Professionalism and Ethics in the dental office. (paper)

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EBCE POLICY STATEMENT

Admission Process

The admission process has four parts. First, the student must have an expressed interest in Experience Based Career Education. The interested student is presented with a general orientation program to EBCE and the program course offerings. At the end of this session, the student is asked to fill out an interest card either asking for further information or indicating no further interest. This completes the first step.

Second, the prospective EBCE student will be scheduled for an individual interview. This is done to explain in detail what the EBCE program involves. Information on class selection, daily attendance, parental consent, and policies will be presented.

Third, information on EBCE will be presented to all parents of prospective students. After this orientation, a parental consent form is signed for each student. No student can be admitted to the EBCE program without parental consent.

The fourth phase combines the student's past courses taken with present attitudes, interest and career plans. Included in the history are past grades, attendance, and home school staff recommendation. Present attitudes, interest and career plans are determined by the personal interview with the EBCE staff and the home school counselor and/or administrator. This is done to determine if the student is really interested in EBCE. Students do not have to have any special grade point average for admission.

Privacy Rights of Parents and Students

In compliance with Section 438 of the General Education Provisions Act, the Family Educational Rights and Privacy Act of 1974, Buckley Amendment, Public Law 93-380, as amended, you are hereby notified of your rights pertaining to your educational records at the EBCE Project.

DIRECTOR INFORMATION is considered a matter of public record, unless you request, in writing, that such information be considered private. This consists of: your name, your address, birthdate, telephone number, and high school attending.

The following education records are kept by the EBCE director at SFCC: (1) application for admission, (2) health questionnaire, (3) weekly activity sheets, (4) insurance form, (5) one-page resume, submitted by the student, (6) student interview form, (7) quarterly and semester grade reports (which will be kept by both the home school and director), (8) attendance records.

The Project shall not permit access to or the release of education records or personally identifiable information of students without the written consent of students, or their parents if the student is under 18 years of age, to any part other than the following: EBCE staff, home school administrators and counselor, home school instructional staff, or other educational agencies who have been determined to have a legitimate reason for inquiry.

Dropping or Changing a Program

Normally, a student is considered to be enrolled for the entire semester if they have been accepted for admission. However, we realize that there may be individuals who, for some reason, (i.e., health problems), need to drop the EBCE program.

Suspension

Any student suspended from the school is automatically suspended from the Experience Based Career Education program. Any student suspended from EBCE is also suspended from the home school. Any course work missed during suspension is not to be made up.

Accidents and Emergencies

Students are to report all accidents, no matter how minor, immediately to their instructor. If the student needs emergency medical aid, they will be taken to the hospital or physician named on their health form. Parents will be immediately notified of any emergency, along with the home school. All students and cooperating employers are covered by insurance.

Lunch

Each student will be responisble for providing a sack lunch or purchasing their lunch at the listed available facilities. In most cases a snack bar, vending machine, restaurant, or a cafeteria is located in or near the facility.

Appearance and Attire

Although there is no specific dress code which itemizes specific "do's and don'ts" concerning dress and grooming, we expect to help students develop habits that will be acceptable to business or industry. Standards of dress and hair styles tend to be more conservative in the average business than in many high schools. Some experience sites will require a specific type of dress, but whether a student chooses such a site is a personal decision. Students must wear the type of dress required by the site after choosing the placement. During the school year, visitors may be observing our programs. One of these visitors may be a future employer. Student appearance and behavior will either create a favorable or unfavorable impression which will directly affect employment opportunities for all students. For these reasons, students are expected to display personal cleanliness, neatness and appropriateness of attire at all times. Any forms of conspicuous dress are discouraged.

Transportation

The EBCE program will provide transportation for participants. All students are to utilize the provided transportation. Students will ride a bus from the home school to the site they are exploring and back to school before the end of the regular school day. In some cases the experience site where the student will be exploring will be within walking distance of the home school or a designated pick up spot. Students will be expected to be at the pick up spots at a certain time each day. Being prompt is very important. Students that miss the bus will have to provide their own transportation to the site or home after they call the EBCE office and experience site to report their tardiness. 127

Attendance

Attendance in the EBCE program is critical. A day of missed instruction may be lost forever. Because this program involves a direct relationship with the community, it is very important that students attend regularly. Any specific attendance policy used in the home school will apply to the EBCE student.

When students are ill and know they will be missing school they are required to call the EBCE offices and experience sites to report their absence between 8:30 a.m. and 9:30 a.m. Daily attendance records will be reported to the home school by phone and in written form weekly.

Students who miss their regular in-house day are required to send their homework to their Learning Coordinator as soon as they return to school. Because of the importance of working with the Learning Coordinators during the regularly scheduled in-house days, students missing two (2) consecutive in-house days or four (4) days consecutively, will be required to report to the director immediately upon return.

Leaving School During Class Hours

Students may not leave the building in which their EBCE class is held during school hours except for designated break periods or as permitted by the EBCE Coordinator. If it is necessary for a student to leave during class for a home school activity, written or verbal notification should be supplied to the Director of EBCE by a home school administrator.

When school is closed because of bad weather, all students will follow the same procedures as their home school.

Grade - Deficiencies

Every student is encouraged to make the highest grades of which they are capable. Grades are given on the same standards of achievement (%) expected of a student at the home school. In order that grades may be recorded and made available for reference when needed, the following system is used:

E - Outstanding	90 - 100%
S - Superior	80 - 89%
M - Average	70 - 79%
I - Inferior	65 - 69%
F - Failure	Below 65%

Grades are accumulated on a point basis for each activity sheet in every class. Letter grades are awarded on a percentage of the total points and product evaluation for each class.

Additional Time on the Site

On occasion, because of a special activity at the experience site, students may request to spend extra days on the site. All requests should be directed to the placement office where a request form will be filled out. Requests must be made two (2) days in advance to allow for coordination.

Part-time Jobs

Students who are offered part-time jobs during the school year because of EBCE experiences and contacts are not allowed to begin working until after their EBCE exploration placement is finished.